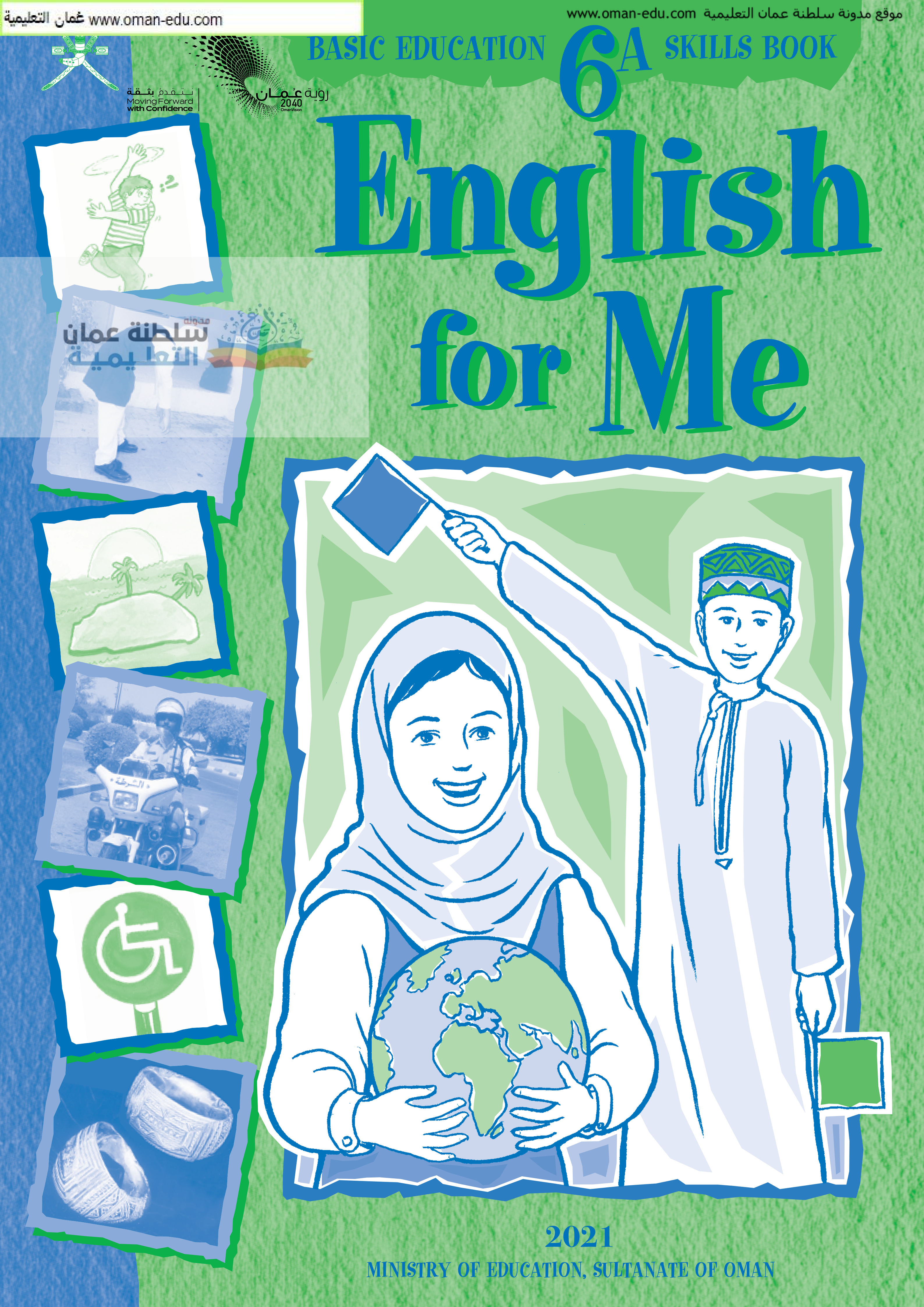


BASIC EDUCATION 6A SKILLS BOOK

English for Me

2021
MINISTRY OF EDUCATION, SULTANATE OF OMAN


مدونه
سلطنة عمان
التعليمية







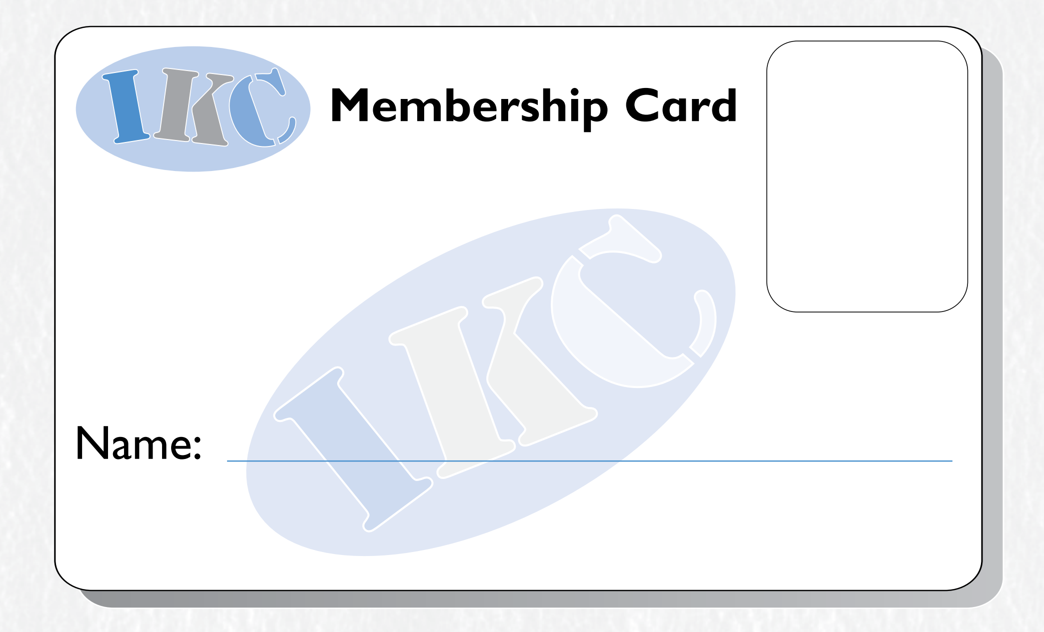


His Majesty
Sultan Haitham Bin Tarik

The Late Sultan,
Qaboos Bin Said


مدونه
سلطنة عمان
التعليمية

Contents





UNIT 1

Creative crafts

1 Write questions and answers.

Look at these pictures of arts and crafts from different countries. Write questions and answers about each one. Use the words in the frieze to help you.

1

2

3

4

5

6

7

1. What is it? ______________________

   It's a ______________________

2. What are they? ______________________

   They're ______________________

3. What ______________________

   ____

4. ______________________

   ____

5. ______________________

   ____

6. ______________________

   ____

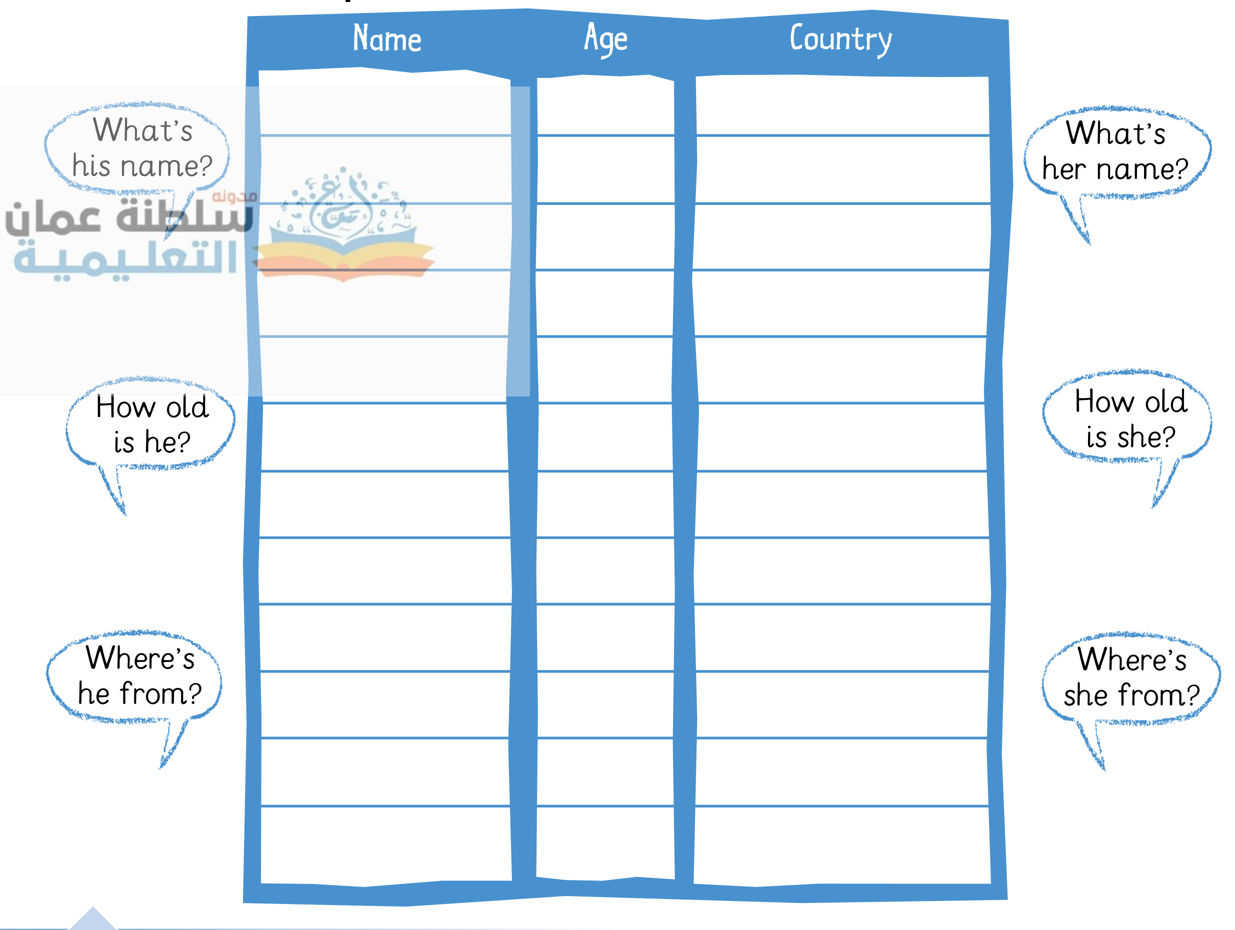
7. ______________________

   ____

1 Read and complete.

In your group, look at the IKC membership cards. They show you information about the IKC children you met in Grade 5. They also give you information about some of the new members.

Complete the chart below using the information from the IKC membership cards.



2 Think and write.

Who do you think sent these pictures to Ahmed? Write their names under the pictures.

1

2 

3

4

5

3 Think and match.

Draw a line from the question to the correct answer.

1. What's your name?
2. How old are you?
3. Where are you from?

a. I'm from Oman.
b. My name's Maha.
c. I'm 12.

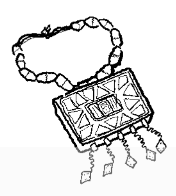
4 Do a role play.

Imagine that you are the children on the IKC membership cards. Ask and answer questions about each other.

a bracelet
an Iranian rug
Matroyshka dolls
a Palestinian plate
an origami bird
sand paintings
Omani rugs

1 Read and answer.

Look at these pictures and answer these questions. Use the information on pages 4 and 5 of your Classbook to help you.



1. What is it?

It's a necklace.



4. What are they?



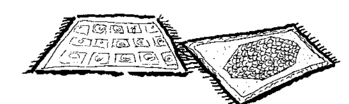
2. Where's it from?



5. Where are they from?

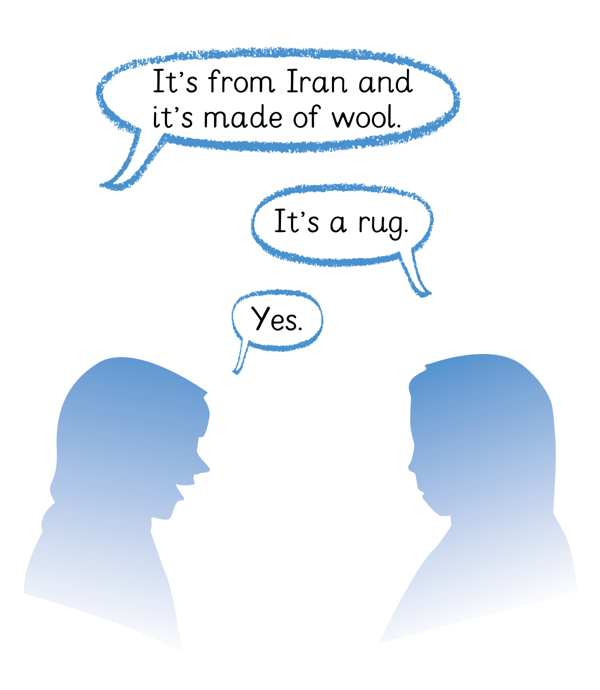


3. What's it made of?



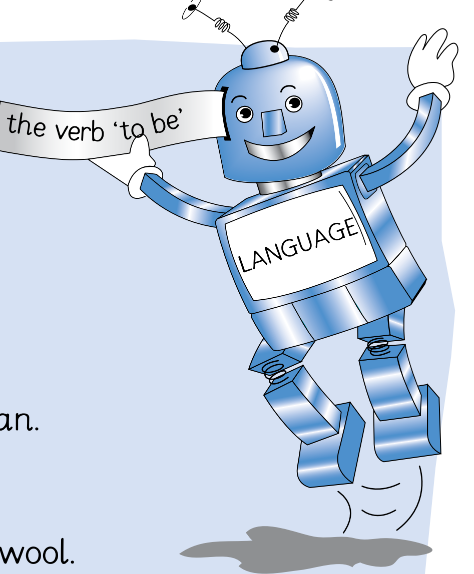
6. What are they made of?

2 Play a game.





1 Read and think.



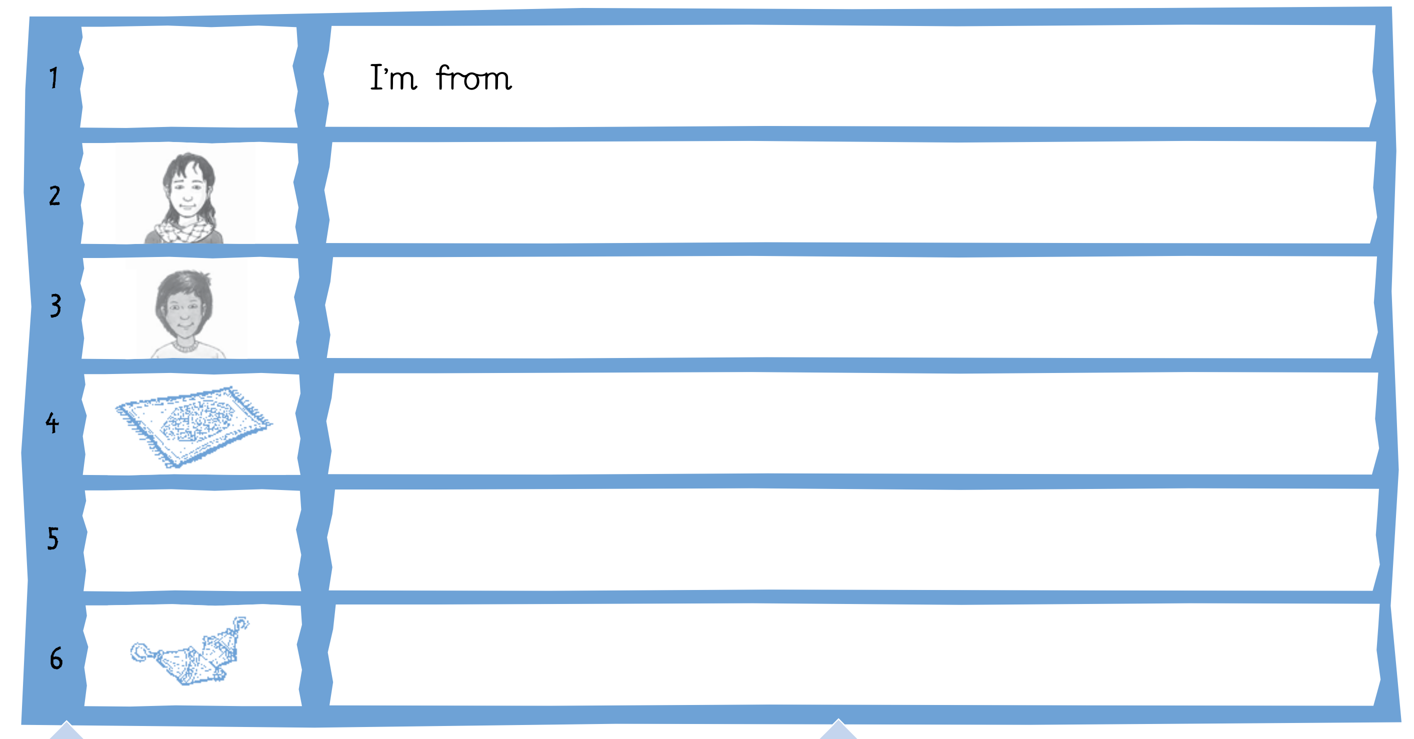
The verb to be is a main verb or sometimes a helping verb.

As a main verb we use it to do many things. Here are some of the things we use it for:

1. To identify ourselves	Hello, I'm Robby.
2. To say where we come from	Maha is from Oman.
3. To say how old we are	Ahmed is 12.
4. To describe a state or condition	Rugs are made of wool.

2 Think and write.

Draw your face in box 1 and draw yourself and a friend in box 5. Now write sentences about where the people and objects are from.



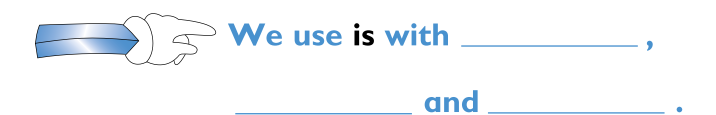
3 Read and match.

Look at the verb to be in the 2 boxes below. Match a verb in the first column to a verb in the second column.

I'm	he is
he's	we are
she's	I am
it's	they are
we're	she is
they're	it is

4 Write the rules.


We use **am** with ____________ .


We use **is** with ____________ ,

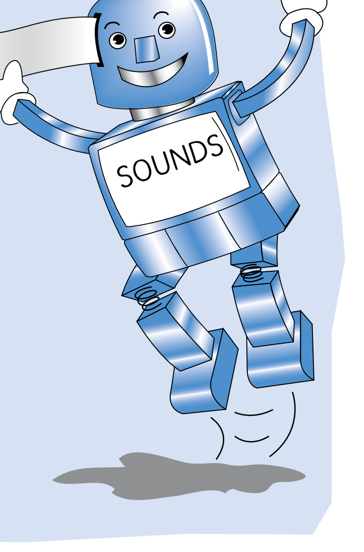
____________ and ____________ .

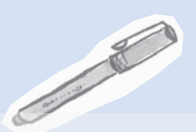

We use **are** with ____________

and ____________ .

1 Listen and tick.

Sometimes it is easy to confuse the sound of the letter 'p' with the sound of the letter 'b'. Listen to these 2 words on the tape. Tick the words you hear.





☐ Ben ☐ pen ☐ Paul ☐ ball

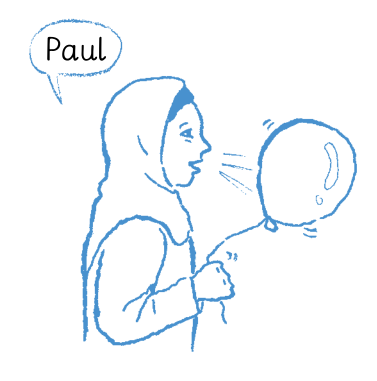


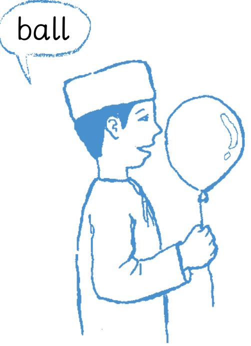
Now listen and repeat the words.

2 Do an experiment.

Hold a balloon or a piece of paper in front of your mouth. Say the word Paul. What happens?

Now say the word ball. Does the same thing happen?





Now try and say this tongue twister.

Penny's got a pink pencil, a purple pen and
a piece of paper in her patterned pocket.



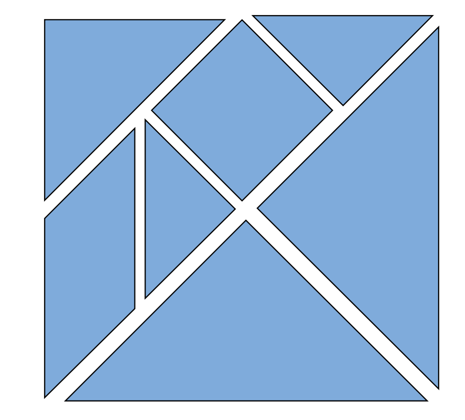
3 Say the tongue twister.

Try and say this tongue twister getting faster and faster. This is a traditional English tongue twister that English people have fun trying to get their tongues around!



Peter Piper picked a piece of pickled pepper.
A piece of pickled pepper Peter Piper picked.

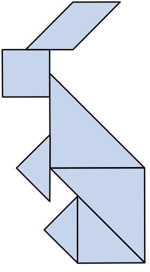
1 Make tangram pictures.



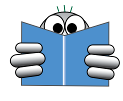
You can arrange the 7 pieces of the tangram square into lots of different shapes and make pictures of animals, people and objects. See how many different pictures you can make with the shapes. Use the tangram square on cut-out page B on page 73 at the back of your Classbook to make pictures.

Show your tangram picture to a friend and see if they can guess what it is.









When you have made a picture you like, stick it on a piece of paper and write a sentence underneath the tangram picture saying what it is. Then put it in your portfolio.

2 Read and match.

Look at these descriptions of patterns. Read each description and match it to the correct adjective.

1. circles of colour
2. squares of different colours
3. parallel lines of colour
4. flower shapes
5. a pattern that looks like a line of the letter 'w' joined together

a. striped
b. zig zag
c. checked
d. spotted
e. flowery

3 Think and label.

Look at the patterns in the pictures below. Use the adjectives in activity 2 to label the pictures.

1 

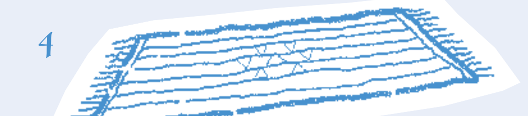
____

2 

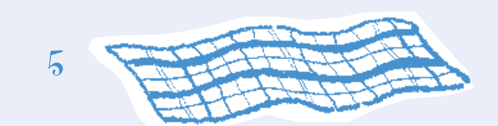
____

3 

____

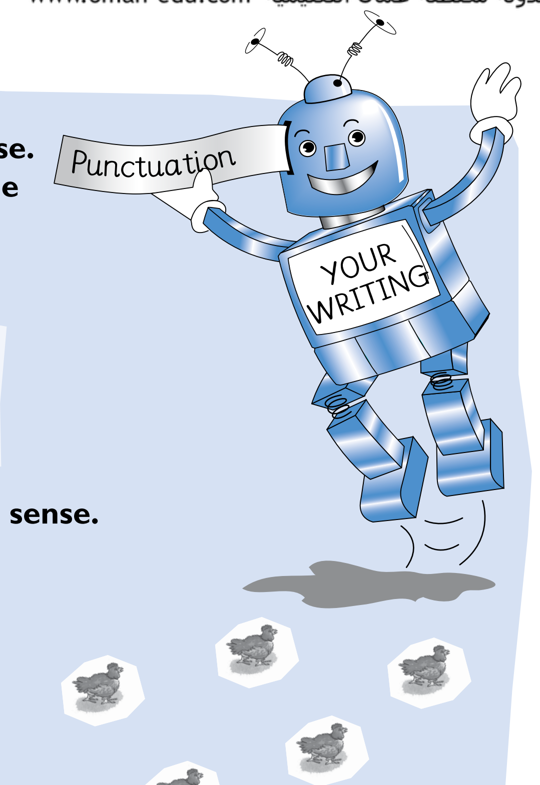
4 

____

5 

____

1 Read and think.



Punctuation helps to make our writing make sense. Without punctuation, what we write would just be a collection of words that made no sense.

Read this text.



The fox ran around the farm chasing hens it was brown and the hens were white yesterday the fox stole the dates from the basket

It is very difficult to read and doesn't make much sense.

Now read the text again, with the punctuation.

The fox ran around the farm, chasing hens. It was brown and the hens were white. Yesterday, the fox stole the dates from the basket.

It makes more sense with punctuation.

2 Read, think and draw.

Read the question and answer below. Look at the punctuation.

What's in Maha's pencil case? A pen, a pencil, a ruler and a book.

- **Draw a rectangle around the question mark.**
- **Draw a triangle around the capital letters.**
- **Draw a circle around the commas.**
- **Draw a square around the full stop.**

3 Read, think and correct.

Read the questions and answers below. Add the punctuation.

what is it
it's a matroyshka doll

where's it from
russia

what's in maha's jewellery box
a necklace a bracelet a pair of earrings and an anklet

4 Write the rules.

We use a ____________ when we write a new sentence or when we write the name of a person, place or thing.

We use a ____________ to show the end of a sentence.

We use a ____________ to show a question.

We use a ____________ to take a little rest in a sentence.

We use a ____________ to separate all the things in a list.

We do not usually put a ____________ before the word and.

1 Read and order.

Ben has sent Ahmed instructions about how to make a sand painting. Unfortunately his instructions have got mixed up. Can you put them in the correct order? You can find the instructions on cut-out page 81 at the back of this book. Put the instructions in the correct order and then stick them on this page.

Stick Instruction 1 here.

Stick Instruction 2 here.

Stick Instruction 3 here.

Stick Instruction 4 here.

Stick Instruction 5 here.

Now you have sequenced the instructions correctly, why don't you try and make a sand painting?

You can use this to decorate the front of your portfolio.

1 Read and think.

Can you remember the difference between different kinds of words in English? Do you have the same kinds of words in your language?

Nouns, verbs and adjectives

WORDS

Nouns are naming words.
They tell us the names of people, places, animals and things.

This is Ahmed.
Where's the necklace?

Underline the nouns in these sentences.

Verbs are doing or being words.

Cut the paper.
I am 12 years old.

Underline the verbs in these sentences.

Adjectives are describing words.
They tell us more about the noun in a sentence.

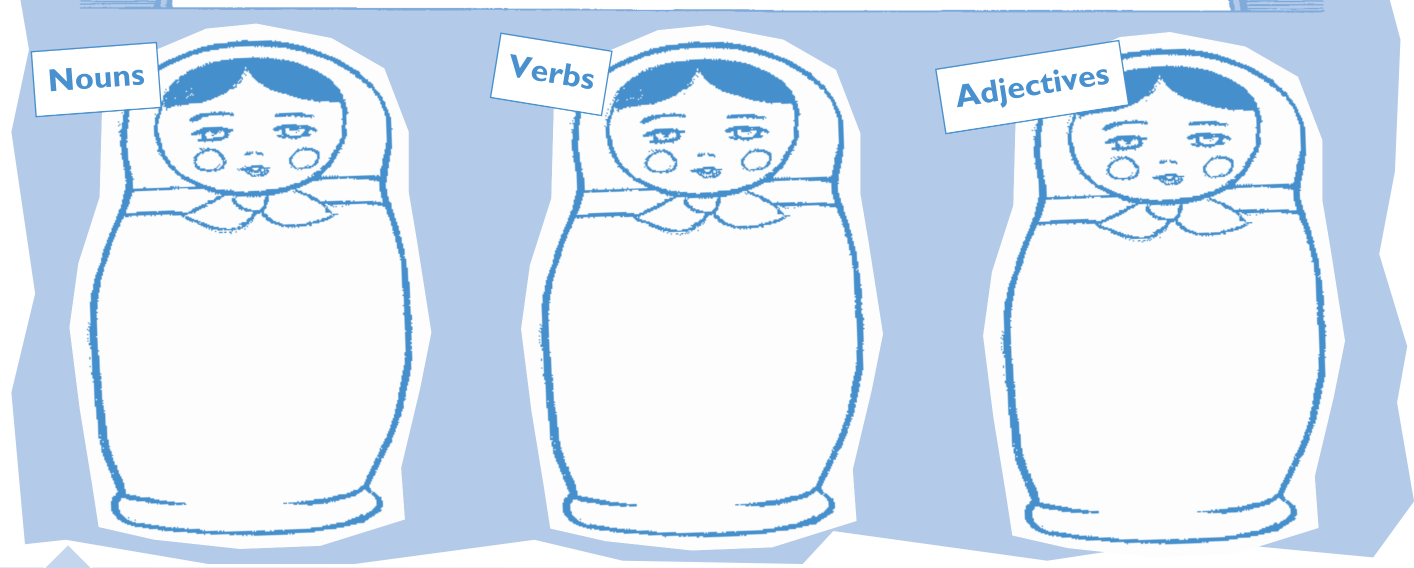
I've got five small dolls.
There are three big blue and white flowery rugs.

Underline the adjectives in these sentences.

2 Look and sort.

Look at all these words from Unit 1. Sort them into nouns, verbs and adjectives.

cut pencil draw square stick striped put
paper scissors unfold doll colour rug zigzag
bird frog fold blue seven necklace pink big



3 Think and complete the rules.

A ______________________ is a word that names someone or something.

A ______________________ is a doing or being word.

An ______________________ is a word that describes the noun in a sentence.

1 Look and match.

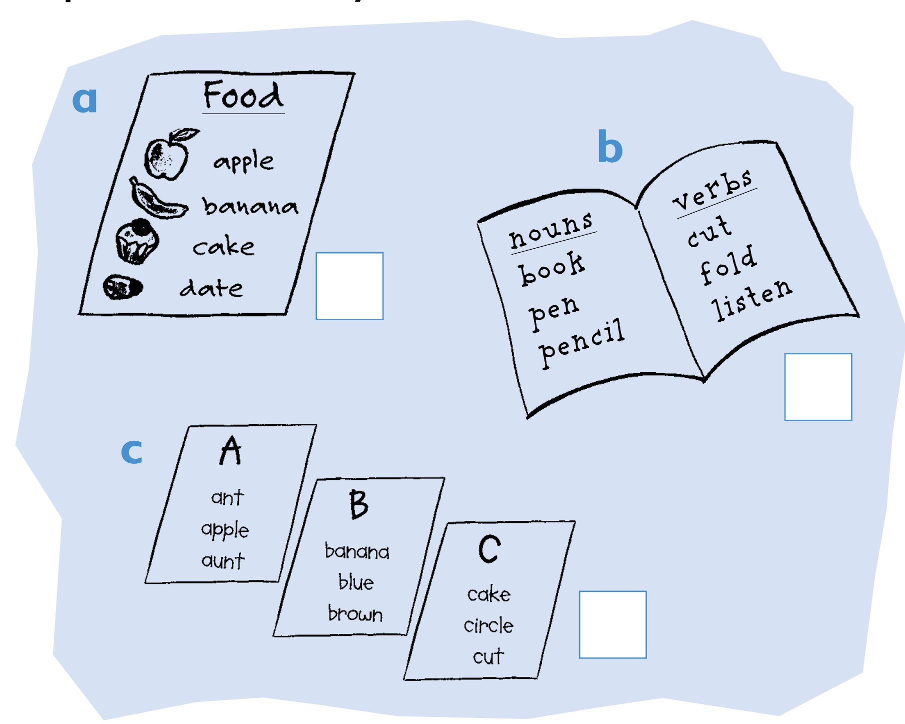
How do you remember words in English? Have you got a special word book? Do you put them in your portfolio?

Here are some ideas to help you organise how you store words in English. Look at each idea and find a picture that shows you what it looks like.

1. You can have pages for words beginning with the same letter.

2. You can have pages for different topics.

3. You can have pages for grammar – for example, nouns, verbs, adjectives.



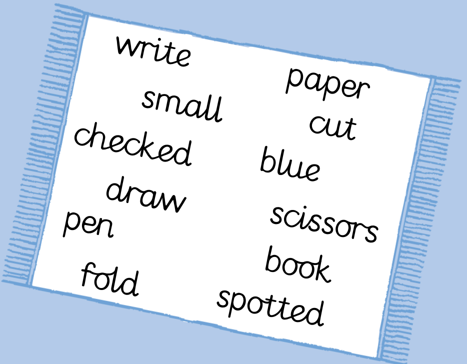
It's a good idea to put pictures in your word store too.

2 Read and sort.

Your word store does not have to be like your friends'. We all learn and remember in different ways, so it is important that you choose the best ways for you.

Look at these English words.

Take cut-out page 79 from the back of this book and sort the words in the rug into these different groups.

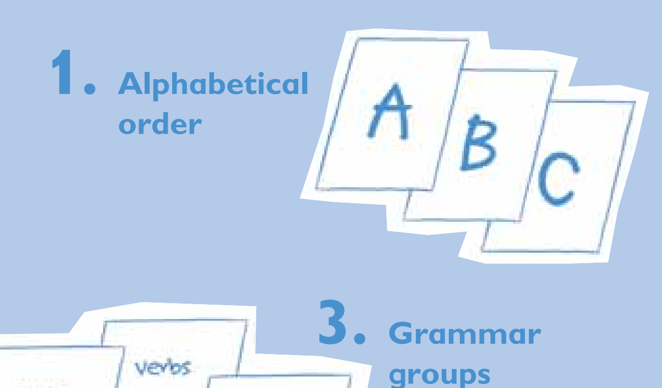


1. Alphabetical order

2. Topics



3. Grammar groups

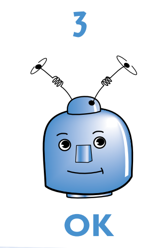


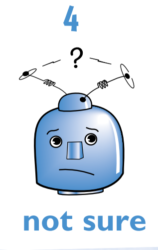
My learning record

Today is:

1 How well can you do these things?









5
not very well

- understand and talk about personal information about yourself and others
- understand and talk about crafts from around the world
- read and understand factual information about crafts from around the world
- write factual information about an Omani craft
- write a reply to an e-mail
- understand and use the verb 'to be'

2 What new words can you spell?

3 What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:



4 What activities did you like in this unit?

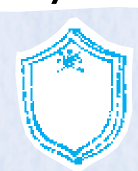
I liked:

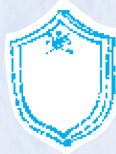
I didn't like:

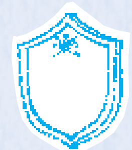
5 How well did you work with others?

My work with my friends was:


excellent


very good


good


OK

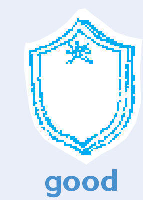

not very good

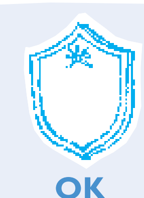
6 How well did you work?

My work in this unit was:


excellent


very good


good


OK


not very good



Communication

1 Look and talk.

Look at these symbols. What do these symbols tell us? Discuss your ideas with a friend.

1


2


3


4


5


6


2 Listen and match.

Listen to these children talking about these symbols. Which symbols are they talking about? Listen and write the numbers on the road.



a ☐ b ☐ c ☐ d ☐ e ☐ f ☐



3 Read and match.

Read these statements and match each one to a symbol in activity 1.

a. You can't use your GSM. ☐

b. Look out! Children crossing! ☐

c. Stop! ☐

d. Look out! Wadi crossing here! ☐

e. You can't go in here. ☐

f. Look out! Danger! ☐

4 Ask and answer.

What does number 6 mean?

I think it means – Look out! Wadi crossing here!

1 Look and write.

Look at these symbols. What do they mean? Write a message for each one.



1 ______________________



2 ______________________





3 ______________________

4 ______________________



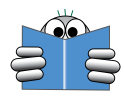
2 Read and draw.

Read these messages and draw a symbol to show each message.

Look out! Goats crossing!

Have a picnic here!

3 Do a mini-project.



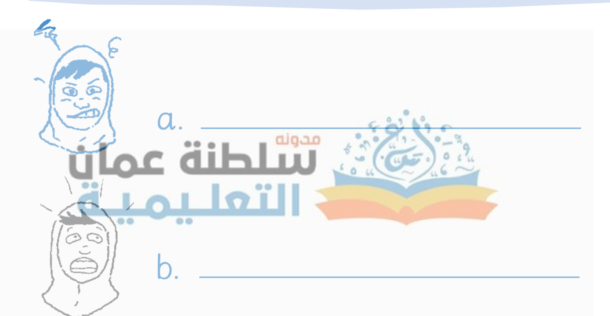
Look for symbols around you. Find out what they mean and draw a picture of each one. Collect as many as you can and keep them in your portfolio. Later, you will use them for a class display.

Braille
Morse code
rock art
sign language
semaphore
symbol

1 Read, listen and write.

The way we use our voice helps us to show the meaning of some words. We call this intonation. Read the words below, listen to the voices on the tape and write an adjective next to each picture.

angry ~~bored~~ excited happy sad scared tired




a. ______


d. ______


b. ______


e. ______

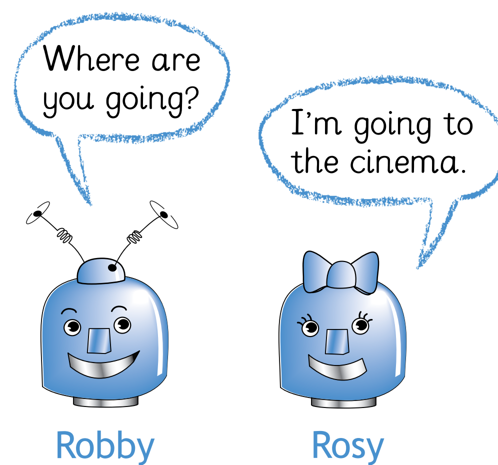

c. bored

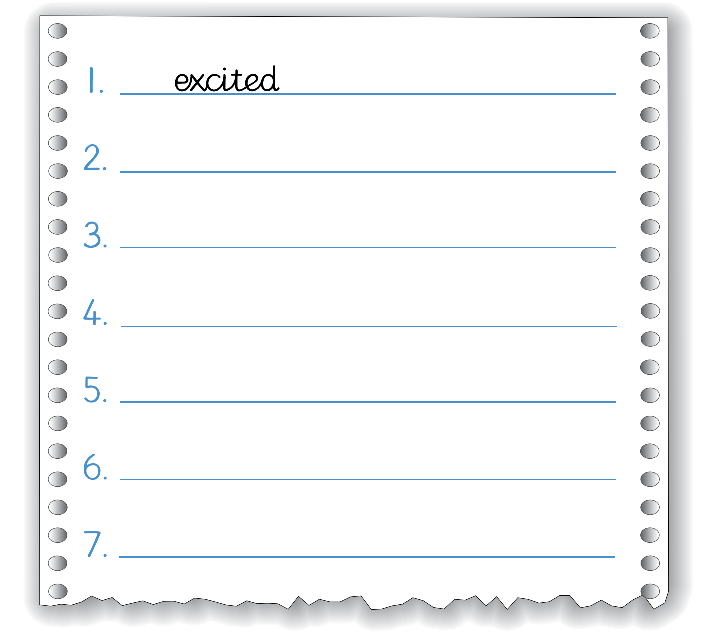
f. ______

g. ______

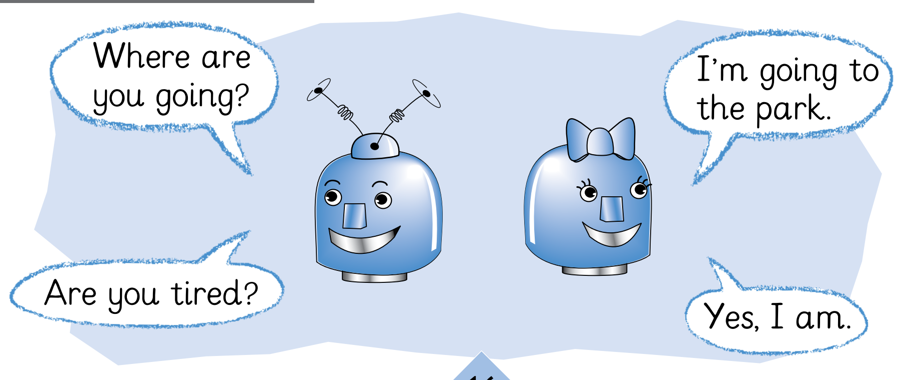
2 Listen and write.

Listen to Robby and his friend Rosy. Write how Rosy feels each time.





3 Do a role play.

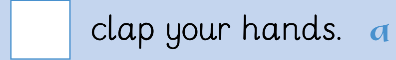


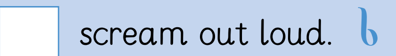
1 Look and match.

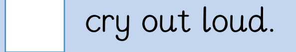
If you're happy and you know it

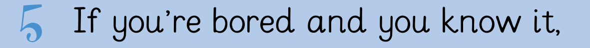
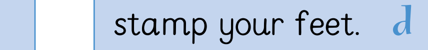
1 If you're happy and you know it, laugh out loud,
If you're happy and you know it, laugh out loud,
If you're happy and you know it and you really want to show it,
If you're happy and you know it, laugh out loud.



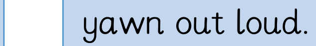

2 If you're tired and you know it, ☐ clap your hands. a



3 If you're sad and you know it, ☐ scream out loud. b



4 If you're excited and you know it, ☐ cry out loud. c



5 If you're bored and you know it, ☐ stamp your feet. d


6 If you're angry and you know it, ☐ go to sleep. e


7 If you're scared and you know it, ☐ yawn out loud. f










1 Read and think.

Look at these adjectives. Some describe size, number, colour and pattern. Others describe how we feel.

thin pink bored striped

excited yellow fat

short three scared spotted

Adjectives

WORDS

Circle the words that describe how we feel.

2 Read and underline.

Look at these sentences. Which ones tell us how a person feels?
Underline the adjectives in the sentences that help us decide how a person feels.



1. I feel really happy today.
2. He's very tall.
3. She's got brown hair.
4. I feel very tired.



5. He's angry with me.
6. It's a checked scarf.
7. I'm eleven years old.
8. She's very sad.



3 Think and sort.

Look at the adjectives in activity 1 and the adjectives in the sentences in activity 2. Sort all the adjectives into the groups below and write them in the correct spaces.

Size

Colour

Feelings

Pattern

Number

1 Read and think.

Look at these questions and answers.
Underline the verb in each answer.

Expressing feelings

How do you feel?

I'm bored.

How do you feel?

I feel very tired.

LANGUAGE

We can use the verb ________________ or the verb ________________ to talk about our feelings.

2 Read and think.

How do you feel?

I'm scared.

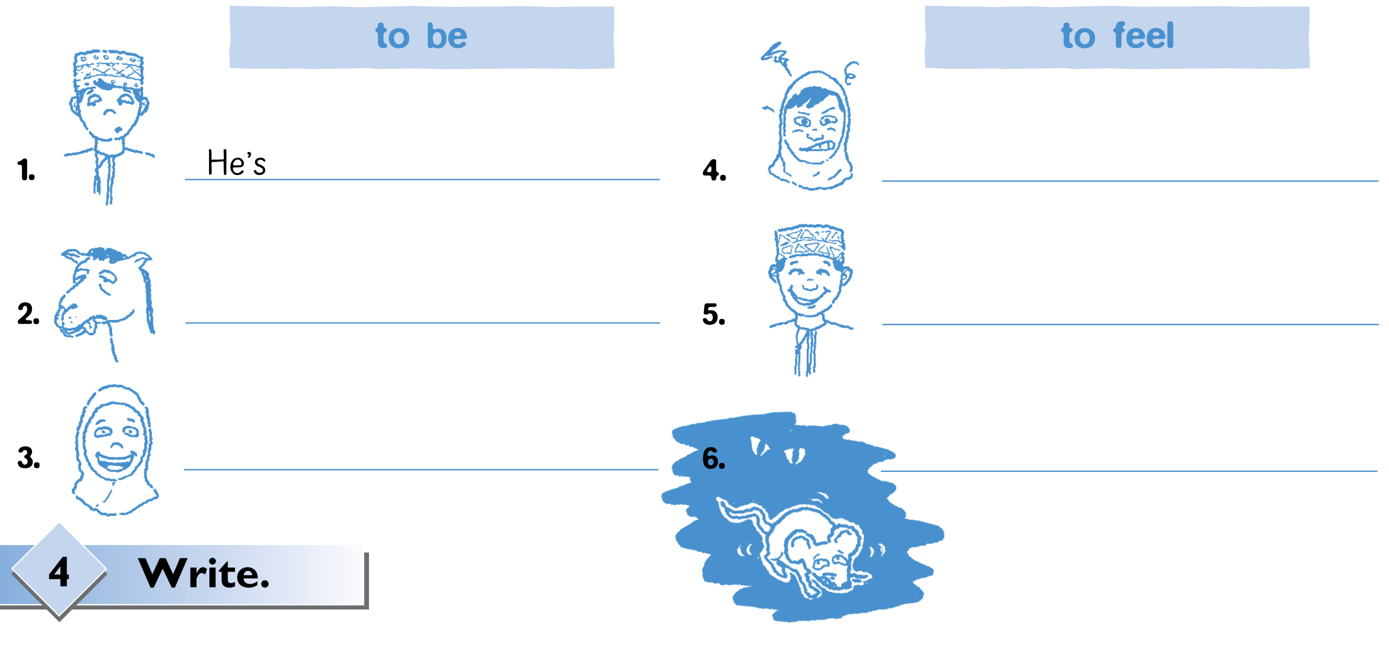
How do you feel?

I feel sad.

The adjective which describes our feelings comes ________________ the verb.

3 Think and write.

Write 3 sentences with the verb to be and 3 sentences with the verb to feel.



4 Write.



Now write two sentences about yourself describing how you feel today.
Then talk to two of your friends and write about how they feel today.
Put your sentences in your portfolio.

1 Read, find and write.

Read the information about Morse code and answer the questions.



A ·–
B –···
C –·–·
D –··
E ·
F ··–·
G ––·
H ····
I ··
J ·–––
K –·–
L ·–··
M ––
N –·
O –––
P ·––·
Q ––·–
R ·–·
S ···
T –
U ··–
V ···–
W ·––
X –··–
Y –·––
Z ––··

Morse code

a

The Morse code was invented in 1838 by an American artist and inventor called Samuel Morse. It was used to send messages to people by radio telegraph. The first message in Morse code was sent in 1844. The code was called the International Morse code.

b

The International Morse code is a system of dots (···) and dashes (- - -) that represent each letter of the alphabet. To send a message, people tap out the code for each letter using their fingers and a special machine that sends the message to other people electronically. One dash takes the same time as three dots. To read the message, people listen to the sounds and copy the dots and dashes onto paper. Then, they use the code to write the letters of the alphabet so that they can read the message.

c

Morse code can also be sent using light. Some people use this at sea to send messages to other boats. They use a short flash of light to show a dot and a long flash of light to show a dash. People use Morse code to signal when they are in danger. The most famous message in Morse code is ··· - - - ··· . This message means that the person needs help.

1. Which part tells us how to read Morse code? ☐
2. Which part tells us about sending Morse code using light? ☐
3. Which part tells us about the inventor? ☐

2 Read and answer.

Read the text about Morse code again and answer the questions below.

Part a

1. When was the Morse code invented? ______
2. Who invented the Morse code? ______
3. Where was the inventor from? ______

Part b

4. What represents each letter of the alphabet in Morse code? ______
5. Which takes more time – a dot or a dash? ______

Part c

6. What does the message ··· ––– ··· mean? ______
7. What does it spell? ______

3 Read, write and listen.

Read these letters and write them in Morse code. Now listen.

S O S

Now read these words and write the letters. Then listen and tick the word you hear.



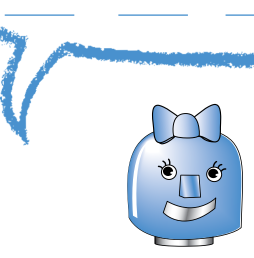


1. ☐ –·–· ·– ·–·
   ___ ___ ___
2. ☐ –·–· ·– ·––·
   ___ ___ ___
3. ☐ –·–· ·– –
   ___ ___ ___

4 Read and write.

Read the message from Rosy. What is it?

···· · ·–·· ·–·· –––
___ ___ ___ ___ ___



Now write your own word in Morse code.

1 Read and answer.

Look at pages 18 and 19 of your Classbook. Read the story about Helen Keller's life again and answer these questions.

1. Which part of the story tells us about Helen writing books?
2. Which part of the story tells us about when Helen became deaf and blind?



3. Which part of the story tells us about Helen going to college?



4. Which part of the story tells us about how her parents were given help by a doctor?
5. Which part of the story tells us about Helen understanding that the words she learned to spell named objects?
6. Which part of the story tells us about when Annie Sullivan started to teach Helen?
7. Which part of the story tells us about when Helen died?
8. Which part of the story tells us about how quick Helen was to learn and remember?





1 Read and think.

Look at the story of Helen Keller's life again.

How many parts are there in the story? ☐



We call each of these parts a paragraph. If you look at the story carefully, you can see that each paragraph tells us about a different topic.

The first paragraph tells us about how Helen became deaf and blind.

The next paragraph tells us about Helen's parents finding help from a doctor.

What does the last paragraph tell us about? ______________________________

____

2 Read and complete.

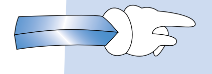
New paragraphs are usually about new ideas.

Each paragraph usually has its own topic.

If writing is not broken into paragraphs, it is very difficult to read and understand.



Now complete the rule:



When we write long pieces of writing, we organise it into different parts to make it easier to read.

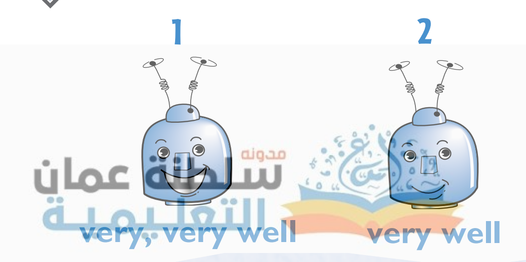
These different parts are

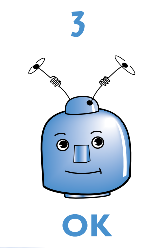
called ______________________________

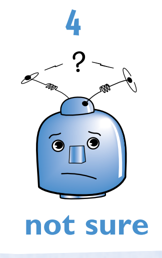
My learning record

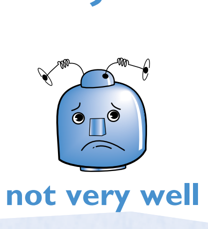
Today is:

1 How well can you do these things?









- understand and talk about different ways of communicating
- ask and answer questions about how people feel
- use adjectives to describe feelings
- read and understand factual texts about codes
- understand about paragraphs
- read and understand a biography

2 What new words can you spell?

3 What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:



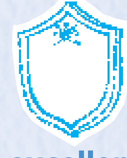
4 What activities did you like in this unit?

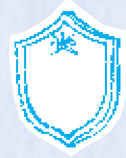
I liked:

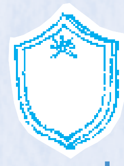
I didn't like:

5 How well did you work with others?

My work with my friends was:


excellent


very good


good


OK

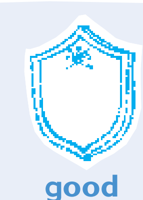

not very good

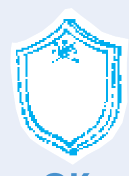
6 How well did you work?

My work in this unit was:


excellent


very good


good


OK


not very good

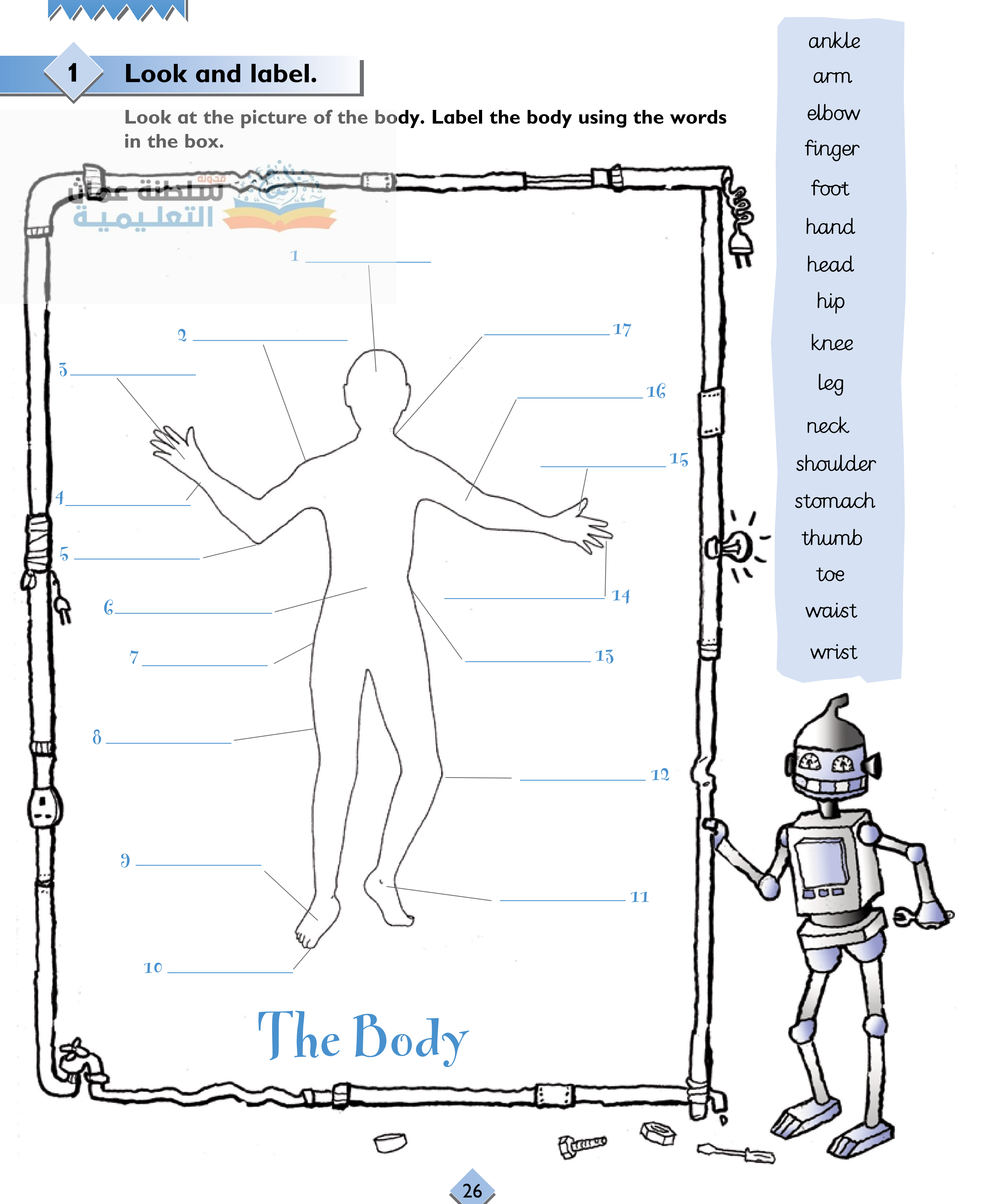
UNIT 3

Fitness fun!

1 Look and label.

Look at the picture of the body. **Label the body using the words in the box.**

ankle
arm
elbow
finger
foot
hand
head
hip
knee
leg
neck
shoulder
stomach
thumb
toe
waist
wrist



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1 Read and complete.

The numbers have fallen off this tape measure. Can you write the numbers next to the words?

one		two		three		four		five	
six		seven		eight		nine		ten	
eleven		twelve		thirteen		fourteen		fifteen	
sixteen		seventeen		eighteen		nineteen		twenty	
thirty		thirty five		forty		forty three			
fifty		fifty nine		sixty		sixty two			
seventy		seventy eight		eighty		ninety four			
one hundred		one hundred and eleven							
one hundred and twenty									

2 Read, listen and think.

Look at this information about pulse rates. Some of the numbers are missing on the chart. Listen to the information about pulse rates on the tape and complete the missing numbers.



Normal pulse rates for healthy people are:

babies	120–140	beats a minute
3–7 year olds		beats a minute
7–14 year olds		beats a minute
14–20 year olds		beats a minute
adults		beats a minute

playing volleyball
running
playing basketball
doing exercise
swimming
playing football
cycling

1 Measure your pulse.

Follow the instructions your teacher gives you to measure your pulse at rest, after 2 minutes' exercise and after 5 minutes' exercise. Record the information here.



1. Pulse at rest

Count for 20 seconds ________

x 3 ________

Pulse at rest – for 1 minute ________





2. Pulse after 2 minutes' exercise

Count for 20 seconds ________

x 3 ________

Pulse after 2 minutes' exercise – for 1 minute ________



3. Pulse after 5 minutes' exercise

Count for 20 seconds ________

x 3 ________

Pulse after 5 minutes' exercise – for 1 minute ________

These are the numbers you should write on your chart on cut-out page 77 at the back of your Skills Book. Leave this page in the book until the end of the unit.

2 Do a project.

To be fit and healthy, you should try and do some exercise every day.

Remove cut-out page F from page 65 at the back of the Classbook. Keep a record of all the exercise you do every day.

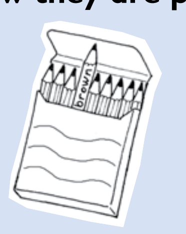
Day	Activity	Time
Sunday	cycling	20 mins
Monday	playing basketball	45 mins
Monday	exercises	15 mi…
Tuesd…		

1 Read, listen and think.

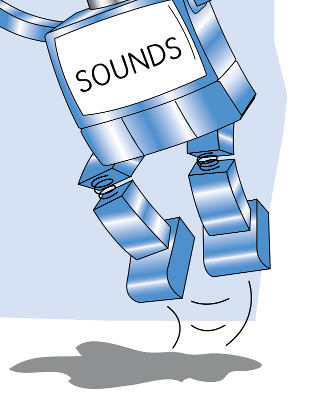
Some words have the same letter patterns but have different sounds.
Look at these words and listen to how they are pronounced.



yellow



brown



Now listen and repeat the words.

2 Write, listen and check.

Write the words that match these descriptions. Use the words in the pencil case.

1. Where people live. ______________
2. A part of your arm. ______________
3. A funny person. ______________
4. Very cold rain. ______________
5. An animal that gives milk. ______________
6. A bird that has very big eyes. ______________
7. A container for food. ______________
8. Not fast. ______________

cow owl clown elbow slow bowl town snow

3 Sort and write.

Look at the words in the pencil case in activity 2.
Write the words that sound like the 'ow' in clown inside the clown.
Write the words that sound like the 'ow' in snowman inside the snowman.

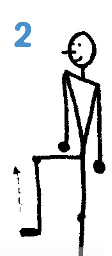




1 Read and complete the instructions.

Look at these exercises. Complete the instructions for each one.

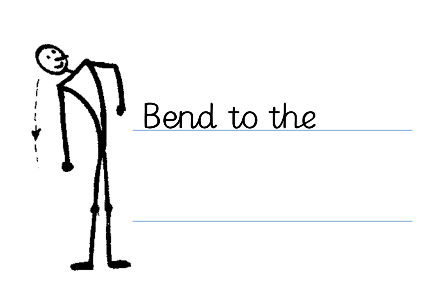
1 
Stand with your feet 50 cm apart.

2 
Raise your ______________________

3 
Put your ______________________

4 
Stretch your ______________________

5
Bend your ______________________

6 
Bend to the ______________________

2 Think and write.

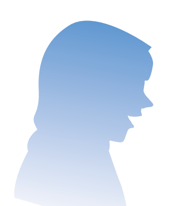
Look at these positive and negative instructions. Think carefully and write the missing letters, words or sentences.

1. Sit down.
2. Stand up.
3. Bend forwards.
4. ______________________
5. Bend to the right.
6. ______________________

1. Don't sit down.
2. ____'t ______________________
3. ______________________
4. Don't raise your left arm.
5. ______________________
6. Don't put your hands on your hips.

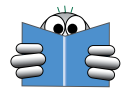
3 Give and follow instructions.

Write 5 positive and 5 negative instructions on a piece of paper for your group.

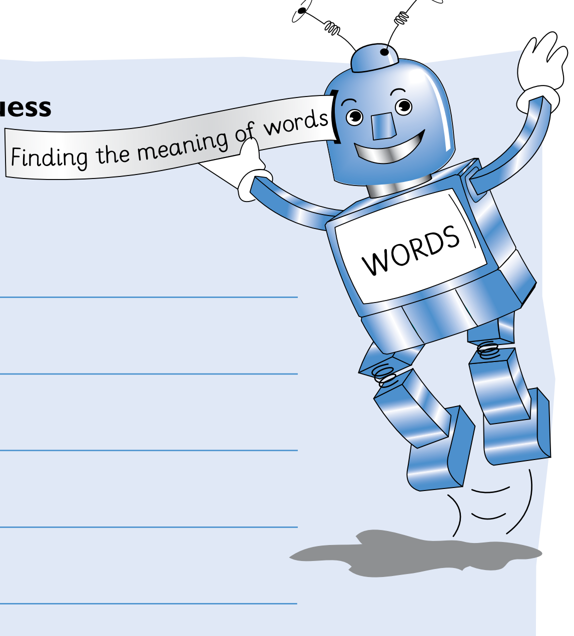

Put your hands together.


Don't touch your toes.

Work in your group. Take it in turns to give an instruction and make sure your friends follow it correctly.


Put your instructions in your portfolio.

1 Read, think and order.



When you see a new word, you can try and guess its meaning from the other words around it. You can also use a dictionary.

A dictionary can help you to check the meaning and the spelling of words.

Dictionaries are organised in alphabetical order so that you can find words easily. Look at the words below. Write them in the order you would find them in a dictionary.



______

______

______

______

______

______

2 Read and think.

Dictionaries tell us what words mean, how to spell a word and what kind of word a word is.
Look at the definition of these words.

hand [*n*] the part of the body at the end of a person's arm that includes the fingers and the thumb

touch [*v*] to put your hand or finger on something

tired [*adj*] the feeling that you want to sleep or rest

What do you think the letters n, v and adj mean?
If you need help, look back at page 10 of your Skills Book.

Look back at page 29 of your Classbook. Which of the words in the goalposts are nouns and which are verbs? Write n or v in the check box after each word.

3 Read and match.

Look at these words from page 27 of your Classbook.
Match each word to a definition.

word	definition
☐ **feet** [*n*]	1 to lift, move or push upwards
☐ **bend** [*v*]	2 the middle part of your leg where it bends
☐ **raise** [*v*]	3 to move a part of your body so it is no longer straight
☐ **knee** [*n*]	4 the two parts of your body at the end of your legs that you stand on

1 Read and complete.

Read the instructions for the exercises on page 27 of your Classbook.
Find these instructions and complete them.

1. ____________ down.
2. ____________ with your feet apart.
3. ____________ backwards.
4. ____________ your right arm.



2 Think and complete.

Complete this rule using one of the words in the football.

We usually begin a positive instruction in English with a ________________.



3 Read and write.

Find the negative of these instructions on page 29 of your Classbook.
Write them here.

positive	negative
1. Bend to the side.	1. ____________
2. Bend your knees.	2. ____________
3. Bend backwards.	3. ____________

4 Think and complete.

We make an instruction negative in English by adding ________________ before the verb.



1 Read and find.

Look at these instructions from the radio programme Fitness Fun! Read each instruction and match it to one of the photographs on page 30 of your Classbook. Write the letter of the photograph next to the matching instruction.

Underline the words in the text that help you match the instructions to the photographs.

A Slowly stretch up again and then gently bend to the right and slide your right hand down your right leg. Keep your head, shoulders, and hips facing forwards. Hold this position 1, 2, 3, 4, 5. ☐

B Lower your arms to the sides again. Gently bend to the left and slide your left hand down your left leg. Keep your head, shoulders, and hips facing forwards. Hold this position 1, 2, 3, 4, 5. ☐

C Slowly stretch up again and then shake your arms and your legs and jump up and down. You should feel full of energy and ready to have a great day. ☐

D Stand with your feet about 50 cm apart. Keep your head and shoulders up and your arms by your sides. Hold this position 1, 2, 3, 4, 5. ☐

E Stretch your arms out to the sides and hold them there 1, 2, 3, 4, 5. ☐

F Slowly raise your arms straight above your head. Hold your hands together and stretch as high as you can. Keep your head and shoulders relaxed. Hold this position 1, 2, 3, 4, 5. ☐

G Slowly lower your arms to your sides. Put your hands on your hips and gently lower your head backwards. Keep your head and shoulders relaxed. Hold this position 1, 2, 3, 4, 5. ☐

H Slowly lower your arms and bend forwards until your hands touch the floor. Keep your head and shoulders relaxed. Bend your knees a little and hold this position 1, 2, 3, 4, 5. Now stand up again. ☐

2 Order and do.

Put the instructions in the correct order. Look at page 30 of your Classbook to help you.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐

Now read the instructions in the correct order and do the exercises.

1 Read and think.

This mark ’ is called an apostrophe.
It is used for two purposes.

Apostrophes

YOUR WRITING

1. To show who or what something belongs to.



This is Salim’s cap.
This cap belongs to Salim.

2. To show that a letter or letters are missing in words.

Sometimes when we speak, or when we write, there are some words in English that we naturally make shorter and leave letters out. These words are called contractions.
We use an apostrophe to show where letters are missing.

I’m from Oman.
I am from Oman.





Don’t turn left.
Do not turn left.



It’s from Russia.
It is from Russia.

2 Read, match and write.

Match each contraction with its longer form.
Write the contraction next to the matching words.

1. he is ____________
2. they are ____________
3. I have ____________
4. she has got ____________
5. has not got ____________
6. have not got ____________
7. is not ____________
8. let us ____________

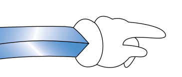
she’s got
he’s
hasn’t got
let’s
they’re
isn’t
I’ve
haven’t got

3 Think and write.

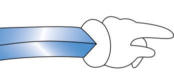
Write in the missing apostrophes in the words below.

1 dont	2 theyre	3 its	4 Im	5 hes
6 shes	7 theyve	8 havent	9 lets	10 hasnt

4 Think and complete.



We use an apostrophe to show who or what something ____________ to.



We use an apostrophe to show that a letter or letters are ____________ in words.



1 Read and think.

1. When we write instructions, we are describing how something is done. We are usually describing actions. Look at these instructions.

Open your book. Touch your toes Cut along the line.

2. Usually, we write instructions in a sequence – one action comes before another action. Put these instructions in the correct order.

- [ ] Put your pencil case back in your school bag.
- [ ] Take a pen out of your pencil case.
- [ ] Open your pencil case.
- [ ] Put your pen back in your pencil case.
- [ ] Write your name.
- [1] Take your pencil case out of your school bag.
- [ ] Close your pencil case.

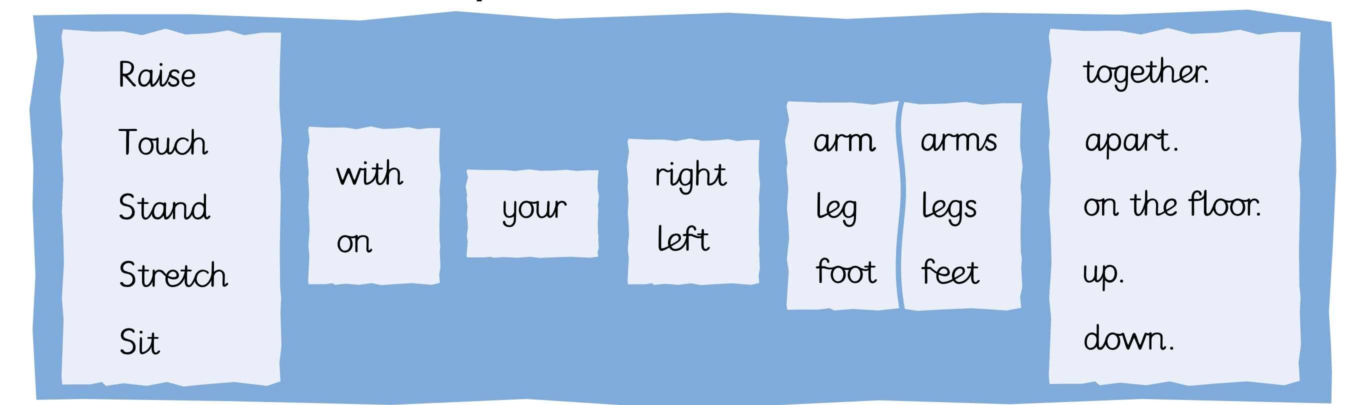
2 Look and answer.

Look back at some of the instructions in this unit on Classbook pages 27 and 29 and Skills Book page 33.

What kind of words do the instructions begin with? ____________________

3 Look, think and write.

Look at this chart. Choose words from the chart to make 4 instructions. Write them on a piece paper and put them in your portfolio. Be careful – you don't need to use words from every column.



4 Think and write.

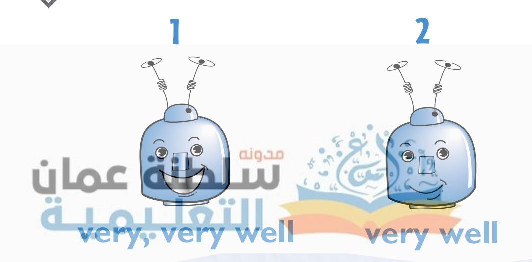
Work with a friend and use instructions like these to write a short exercise routine for the rest of your group. Check each other's writing and then take it in turns to give and follow the instructions.

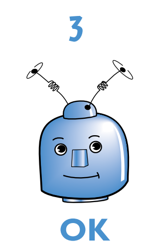
Put your exercise instructions in your portfolio.

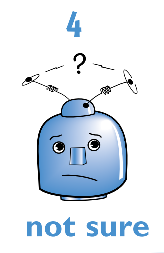
Today is:

My learning record

1 How well can you do these things?









- understand and talk about fitness and exercise
- understand spoken instructions
- understand written instructions
- write instructions for an exercise routine
- measure your fitness level
- keep an exercise diary

2 What new words can you spell?

3 What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:



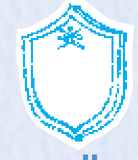
4 What activities did you like in this unit?

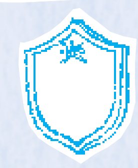
I liked:

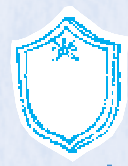
I didn't like:

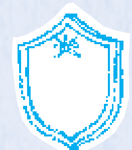
5 How well did you work with others?

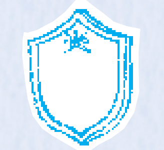
My work with my friends was:


excellent


very good


good


OK

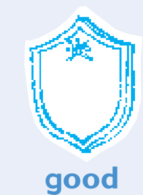

not very good

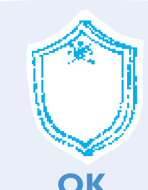
6 How well did you work?

My work in this unit was:

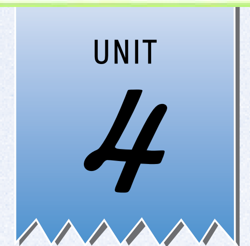

excellent


very good


good


OK


not very good



Survival!

1 Read and order.

Read David's e-mail on page 32 of your Classbook again. Put these sentences about his holiday in Oman in order.

- [ ] a. He visited Jibreen Fort.
- [ ] b. He arrived home.
- [ ] c. He went to Jebel Akhdhar.
- [1] d. He went on a boat trip.
- [ ] e. He went to the desert.
- [ ] f. He bought some postcards.

2 Read and match.

Match the questions and answers about David's holiday.

1. Where did you go?
2. Who did you stay with?
3. What did you do there?
4. Did you have a good time?

a. I stayed with my friend Ahmed.

b. Yes, it was fantastic.

c. I went to Oman.

d. I visited a fort, went on a boat trip and went into the desert.



Now listen and check.

3 Do a role play.

Work with a friend. Take a role card and take it in turns to ask each other about your holidays.

Where did you go?

I went to Dubai.

Who did you stay with?

I stayed with my aunt and uncle.

1 Read and complete.

Look at these questions about the story on pages 33–35 of your Classbook. Read the story again and complete the questions and answers using the correct verbs from the sleeping bag.

1. What did Ali __give__ his father?

   He ________ him a map.

2. Where did they ________ an accident?

   They ________ an accident in the desert.

3. What did they ________ ?

   They ________ water.

4. What did Ali ________ in the plastic bags?

   He ________ plants in the plastic bags.

5. What did Ali ________ from the plastic bags?

   He __poured__ water from the plastic bags.

6. When did the plane ________ over them?

   It ________ over them at night.

7. How many oryx did they ________ ?

   They ________ one oryx.

flew, poured (crossed out), give (crossed out), have, see, put, had, put, drink, gave, saw, fly, pour, drank

2 Ask and answer.

Look at the questions below. Work with a friend and take it in turns to ask and answer the questions.

How did you travel to school yesterday?

Where did you go last Thursday?

What did you have for lunch yesterday?

What did you watch on television last night?

3 Write.



Write your answers to the questions above.
Put them in your portfolio.

some rope, a torch, a compass, a mirror, a water container, a tent, a spade, some matches

1 Read and answer.

Look at these questions about the story. Read the story again to find the answers. Write short answers in the speech bubbles.

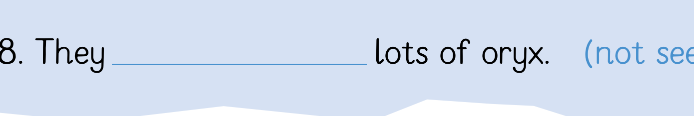
1. Did Ali give his father a map? — Yes, he did.
2. Did they have a lot of water? — No, they didn't.
3. Did they have some food? —
4. Did they have a tent? —
5. Did they go and look for help? —
6. Did the pilot of the aeroplane see them? —
7. Did they see an oryx? —
8. Did the pilot of the helicopter see them? —

2 Think and write.

Look at these sentences about the story. Complete them using the verbs at the end of each sentence to help you.



1. They didn't have a lot of water. (not have)
2. They had some food. (have)
3. They ______ the car. (not leave)
4. They ______ a tent. (have)
5. Ali ______ some little green plants. (collect)
6. An aeroplane ______ over the desert. (fly)
7. The pilot of the aeroplane ______ them. (not see)
8. They ______ lots of oryx. (not see)





1 Read and complete.

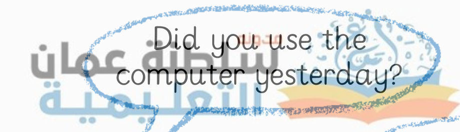
Answer the questions about what you did yesterday. Write true answers using Yes, I did or No, I didn't.

Did you pray yesterday?

Yes, I did.

Did you go skiing yesterday?

No, I didn't.

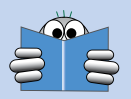


1. Did you use the computer yesterday?
2. Did you do any exercise yesterday?
3. Did you see a helicopter yesterday?
4. Did you speak English yesterday?
5. Did you go swimming yesterday?
6. Did you see an oryx yesterday?

2 Ask and answer.

Work with a friend. Take it in turns to ask and answer the questions about what you did yesterday.

3 Write.



Write sentences like these about what you did and didn't do yesterday. Put them in your portfolio.

I prayed.

I didn't go to the park.

I used the computer.

I spoke English.

I didn't see a helicopter.

4 Imagine and write.

Imagine that yesterday was a perfect day. Look at cut-out page G on page 63 at the back of your Classbook.

Write 5 sentences about the things you did on your perfect day and 5 sentences about the things you didn't do.

1 Read and think.

Talking about the past: positive and negative

LANGUAGE

We use the past simple to talk about finished actions or situations in the past.

THE PAST — NOW — THE FUTURE

What did Ahmed do last summer?
He went to Australia.

What did you do yesterday?
I went to school.

2 Write and check.

Write the negative of these sentences.

1. They had a lot of water.

____

2. The pilot of the aeroplane saw them.

____

Now look at pages 33–35 of your Classbook to check your answers.

To make negative statements in the past, we use didn't and we don't add –d or –ed to the main verb.

3 Think and answer.

Write true answers for these questions.

1. Did you pray yesterday?

____

2. Did you fly in an aeroplane yesterday?

____

When we give short answers about the past, what verb do we repeat? ______________

4 Think and complete.

We use the ______________ ______________ to talk about a finished action or situation in the past.

We use ______________ to make the negative and we don't add ______ or ______ to the main verb.

We repeat the verb ______________ in short answers.

1 Read and think.



All stories have a beginning, a middle and an end.

1. Story beginnings

If a story has a very exciting beginning, we will want to read more. If it is boring, we won't want to read the rest of the story. Look at these story beginnings.

Which one do you think is more interesting? Why?



a It was late. Rashid walked up the path to his house. He heard a noise from behind the tree.



b Screech! Rashid heard a loud noise in the quiet of the night. He found a torch, and slowly walked towards the tree. Suddenly, he saw something move in the dark.

2. Story endings

The way a story ends is also very important. Look at these story endings.

Which one do you think is more interesting? Why?



a Rashid's dad looked behind the tree and suddenly started to laugh. He slowly bent down to pick something up. When he turned around, he had a tiny cat in his hands. The little cat had made the screeching noise as it scared away a mouse.

Rashid smiled. He felt a little bit silly. He had been very scared and it was only a tiny cat.

b The noise was not a wolf. It was a cat.

3. The middle of a story

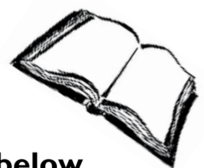
The middle of a story gives us more information about the characters and gives us more details about where and when the action takes place.

2 Read and order.

You are now going to read a story about a man who survived an amazing experience. It is one of the most famous stories in English fiction. It is called Robinson Crusoe. Do you know this story?

Your teacher will give you the story on a set of reading cards for your group. Work in your group to read the story and put the parts of the story in the correct order.

Start by choosing the text that tells the beginning of the story.
Next choose the text that tells the middle of the story.
Now find the text that tells the end of the story.



Write the letters of the different parts of the story in the spaces below.

beginning	middle	end

1 Label the boat.

Look at this boat. Use the definitions of the words to help you label the boat.

galley [*n*] the kitchen on a ship

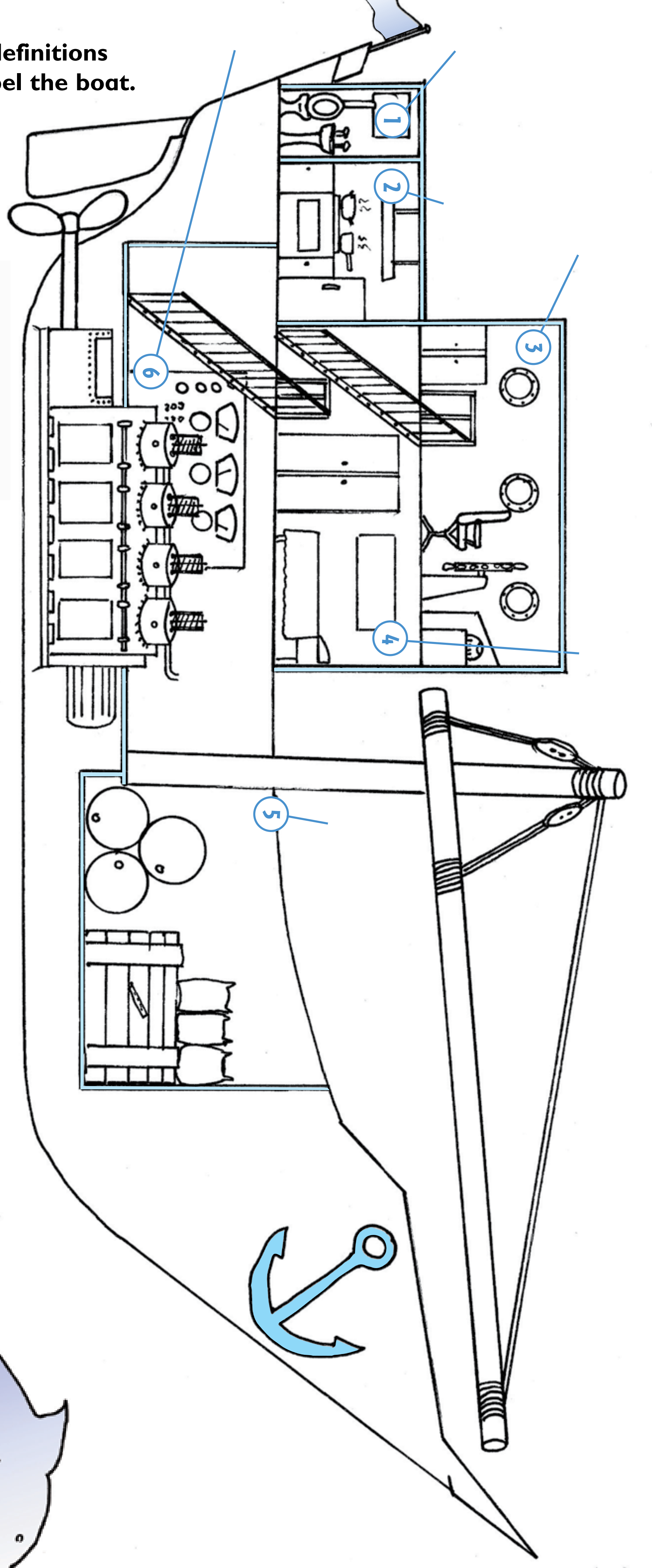
cabin [*n*] the room on a ship where you sleep

deck [*n*] the floor of a ship

engine room [*n*] the room where the ship's engines are

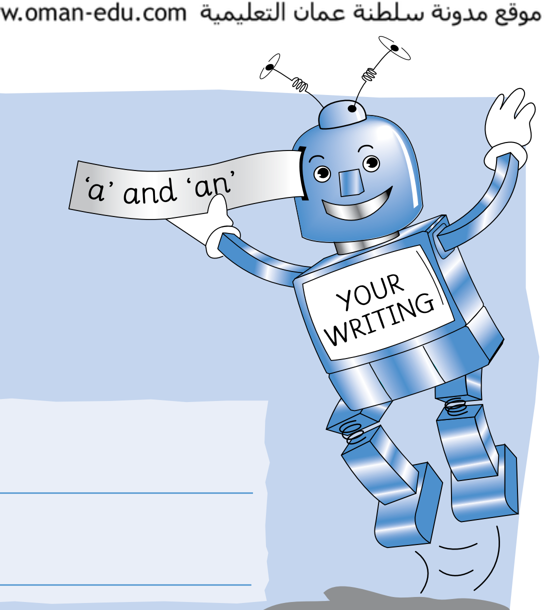
bridge [*n*] the room where the captain controls the sailing of the ship

head [*n*] the bathroom on a ship



deck bridge
galley cabin
engine room head

1 Read and think.



Vowels are the letters a, e, i, o and u.

A consonant is any letter of the alphabet that is not a vowel.

Write 2 words that begin with a vowel and 2 words that begin with a consonant.

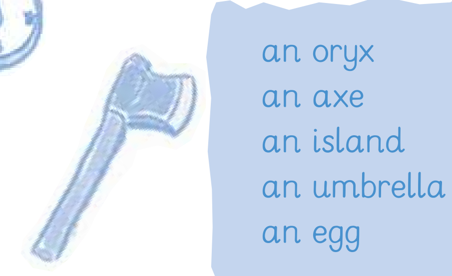


2 Read and think.

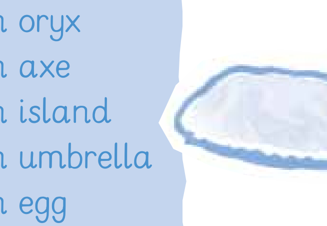
Look at these two groups of words. What is the difference between the words in the two groups?



a pen
a goat
a car
a tent
a compass



an oryx
an axe
an island
an umbrella
an egg



In English we always use an instead of a before a word beginning with a vowel. Do you do the same in your language?

3 Read and label.

Look at these pictures. Label them using a or an correctly.

1  an umbrella

4  ____ oryx

7  ____ candle

2  ____ torch

5  ____ ice-cream

8  ____ egg

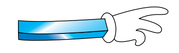
3 ____ boat

6  ____ spade

9  ____ aeroplane

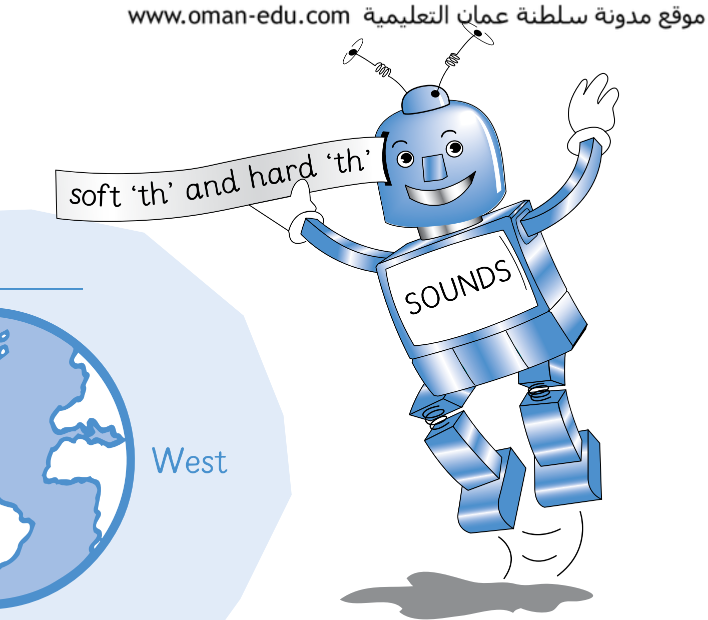
4 Think and complete.

When you check your writing, remember to check your use of a and an. Remember the rule.



We use ________ before a word beginning with a vowel and ________ before a word beginning with a consonant.

1 Listen and think.



Look at this picture of the Earth.
Now listen to the sentence about it.
Are all the th sounds the same?

This is the Earth.



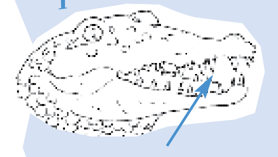
What positions are missing on the Earth? Write them on the picture.



Now listen and check.

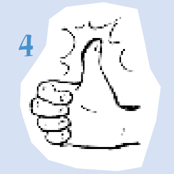
2 Read and complete.

Look at the pictures below. Complete the words next to the pictures.

1  tee____

2 1000 ____ousand

3  ____in

4  ____umb

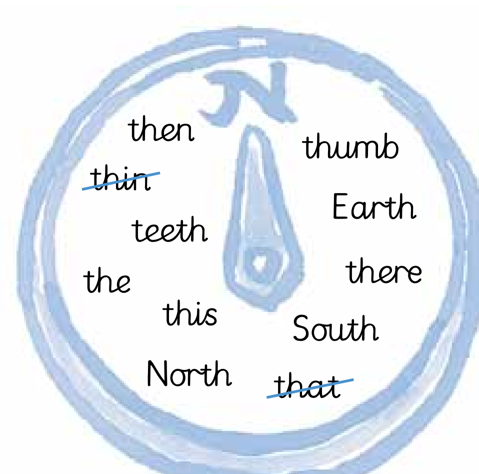


Listen and repeat the words.

3 Think and sort.

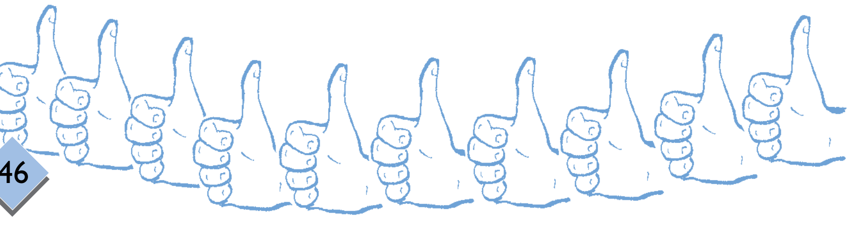
Look at these words containing the letters th. Sort them into two groups – words that have a soft 'th' sound as in 'thin' and words that have a hard 'th' sound as in 'that'.

soft th sounds	hard th sounds
thin	that



4 Say the tongue twister.

Three thousand thin thumbs!





1 Read and think.

Adverbs are words that describe verbs.
Many adverbs end with the letters –ly.



The oryx quickly ran away.

The word 'quickly' is the adverb.
It describes the verb 'ran'
– it tells us how it was done.

Ali talked quietly to David.

The word 'quietly' is the adverb.
It describes the verb 'talked'
– it tells us how it was done.

2 Read and find.

Which words are the verbs and adverbs in these sentences? Draw a circle around the adverb and underline the verb.



a. The gecko jumped quickly.

b. The baby cried loudly.

c. The camel walked slowly.

d. He opened the window carefully.

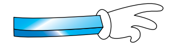
3 Read, think and complete.

Read the sentences about the story carefully. Complete the sentences using the adverbs in the water container. Look at the story on pages 33–35 of your Classbook for help.

1. Ali opened the plastic bags ___carefully___ .
2. David ________________ took out his torch.
3. He ________________ picked up his camera.
4. ________________ , they heard a noise.
5. The helicopter ________________ turned in a big circle.
6. They jumped up and down ________________ .



4 Think and complete.



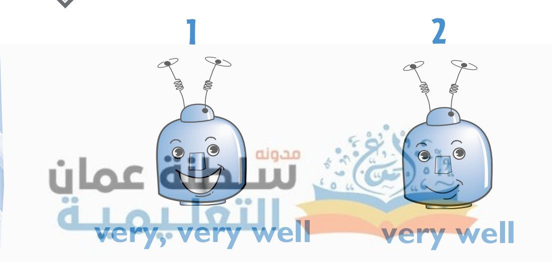
We use an ________________ to tell us more about a ________________ .

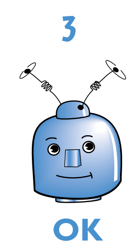
Many adverbs end with the letters ________ .

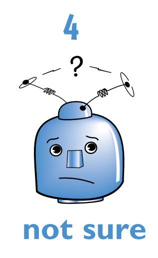
My learning record

Today is: ________________ ____________ ______________________ __________

1 How well can you do these things?



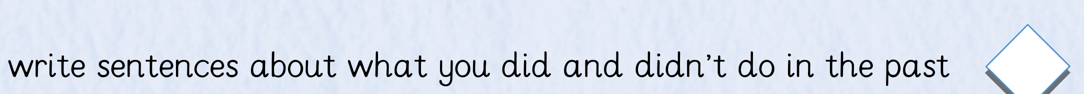






- understand and talk about survival
- understand and use did and didn't to talk about the past
- make and respond to suggestions about survival





- write sentences about what you did and didn't do in the past



- read and understand longer stories

2 What new words can you spell?

________________ ________________ ________________
________________ ________________ ________________
________________ ________________ ________________
________________ ________________ ________________
________________ ________________ ________________

3 What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:



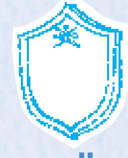
4 What activities did you like in this unit?

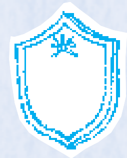
I liked:

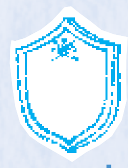
I didn't like:

5 How well did you work with others?

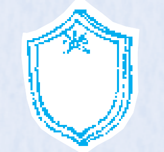
My work with my friends was:


excellent


very good


good


OK


not very good

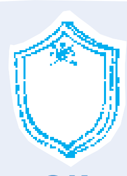
6 How well did you work?

My work in this unit was:


excellent

very good


good


OK

not very good



UNIT 5 The world of work

1 Read, think and label.

Look at the two pictures below. Now look at the two descriptions of jobs. Label each picture with the correct job title.

a



b



1. A vet is a person who looks after sick animals.

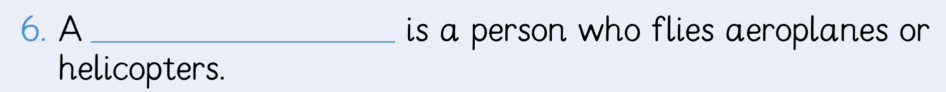
2. A tailor is a person who makes clothes.

2 Read and complete.

Read these descriptions of jobs and use the words in the frieze to help you complete the sentences.



1. An ___astronaut___ is a person who flies in space.
2. A ____________ is a person who stays at home and looks after the family.
3. A ____________ is a person who helps people learn new things.
4. A ____________ is a person who drives cars or lorries.
5. A ____________ is a person who catches fish.
6. A ____________ is a person who flies aeroplanes or helicopters.







1 Read and complete the chant.

Read and complete the chant using the words in the box below.

What do you want to be?

What do you want to be when you're 21?

I want to be a film star and have lots of fun!





What do you want to be when you're 22?

I want to be a baker and make a cake for ______.

What do you want to be when you're 23?

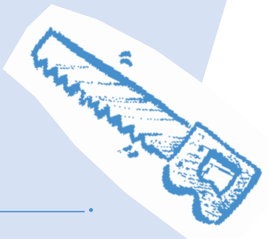
I want to be a sailor and sail upon the ______.



What do you want to be when you're 24?

I want to be a carpenter and use a ______.





What do you want to be when you're 25?

I want to be a farmer with a big ______.

What do you want to be when you're 26?

I want to be a magician and learn lots of ______.

What do you want to be when you're 27?

I haven't decided. I'm only ______!



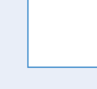
beehive	you	sea	tricks
saw	eleven		~~fun~~

a housewife
a fisherman
a teacher
a driver
a pilot
an astronaut

2 Listen and match.

Look at the 4 jobs on page 43 of your Classbook. Listen and decide which job each person is talking about. Write the letter of the picture showing the job in the boxes below.

1 ☐ 2 ☐ 3 ☐ 4 ☐



1 Read and label.

Read these descriptions of jobs. Use the information in the text to decide which job is being described. Underline the words in the text that help you match the job to the description. Label each text with the title of the job.

doctor

policeman

engineer

Head Teacher

a

____

I take care of people who are ill. I sometimes give people medicine to make them well again. I usually work in the hospital from 7.45 in the morning until 4.15 in the afternoon. Sometimes I have to go back to the hospital at nights to see my patients. I like my job very much because I like helping people.

b

____

I start work at 7 o'clock in the morning and usually finish at 2.30. I look after a school with 24 teachers and more than 600 children. Every day, I talk to teachers and parents about the children in the school. Sometimes I arrange special days at the school so that parents can come and see their children's work and talk to their teachers. I love my job because I like working with children, teachers and parents.

c

____

I work on an oil rig in the desert. I start work at 6.30 in the morning and finish at 2.30 in the afternoon. I take care of the big machines that we use to drill for oil. I calculate how much oil we will get. Sometimes I change the position of the machines so that we can get more oil. I like my job because I like working with machines.

d

____

I usually work in the centre of town, but sometimes I work on the highways outside town. I usually work from 2.30 in the afternoon until 10.30 at night, but sometimes I work from 10.30 at night until 6.30 in the morning. I try to make sure that everyone drives safely. Sometimes I have to help if there is an accident. I like my job because I like helping people and I really like riding my motor bike!

1 Read and think.

When we say some words, we can break them down into smaller parts called syllables.

Some words are easier to read and say if you break them down into syllables.

fish er man

Syllables

SOUNDS

2 Think and write.

Look at these job words. Some of the syllables are missing. Write the missing syllable in the space and then write the whole word.

1. po ____ man ____________
2. doc ____ ____________
3. ar ____ tect ____________
4. as ____ naut ____________
5. ____ gi neer ____________

3 Think and sort.

Look at all the job words under the charts. Sort them into words with 2, 3 or 4 syllables and write them in the correct space on the charts.

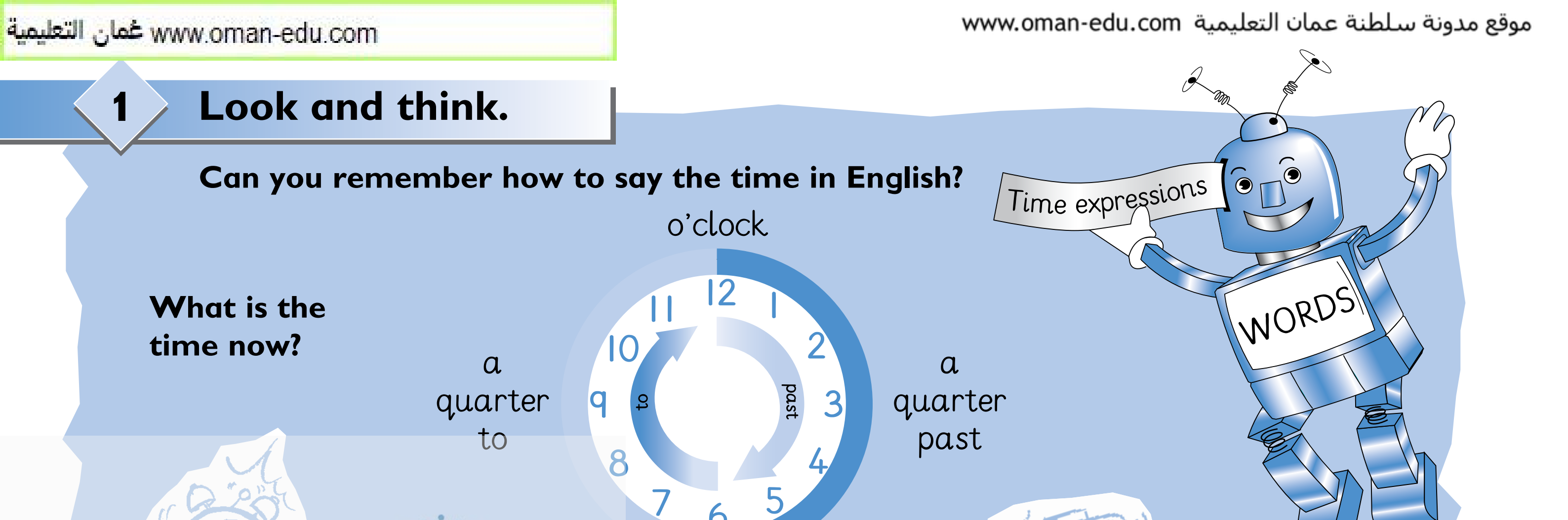
2 syllables	3 syllables	4 syllables

architect, photographer, secretary, doctor, electrician, astronaut, pilot, actor, accountant, artist, musician, mechanic, teacher, policeman, fisherman, housewife, driver, engineer

1 Look and think.

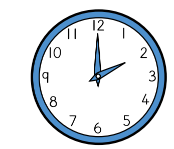
Can you remember how to say the time in English?

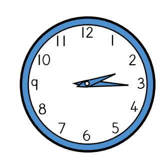
What is the time now?

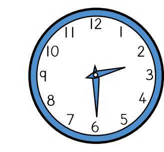


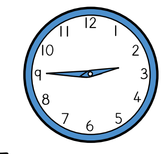
2 Look, listen and think.

Look at these times and listen to the tape.

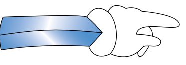

It's two o'clock.


It's a quarter past two.


It's half past two.

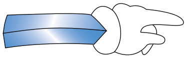

It's a quarter to three.

Now think and complete these rules about saying the time in English.


We use ________________ for complete hours.

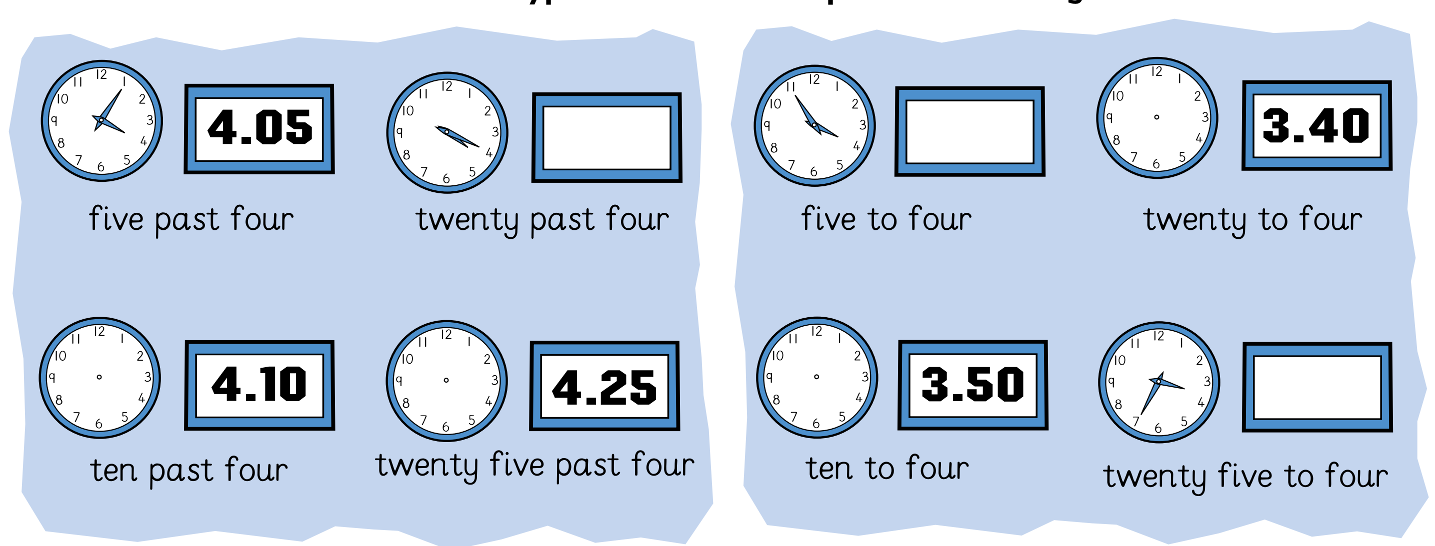


We use ________________ for 15 minutes and ________________ for 30 minutes.


We use ______________ before the hour and ______________ after the hour.

3 Think and complete.

Look at these different types of clocks. Complete the missing times.



1 Read and write.

Look at the chart on page 46 of your Classbook. Now read these sentences.

Ben likes drawing pictures and doing sports and exercise.
He doesn't like working with numbers.

Now look at the information about Maria. Write a sentence about the things she likes doing and a sentence about the things she doesn't like doing.



____

____

2 Do a survey.

Look at the chart. Complete the chart for yourself. Put a tick for the things you like doing and a cross for the things you don't like doing.

Now ask a friend about the activities they like doing. Record the information on the chart.

Do you like drawing pictures?
Yes, I do.

	You		Your friend	
	Yes	No	Yes	No
drawing pictures				
working with numbers				
doing sports and exercise				
working with tools and machines				
playing music				
meeting new people				

Do you like drawing pictures?
No, I don't.

3 Write about your friend.

Now look at the information about your friend. Write a sentence about the things they like doing and a sentence about the things they don't like doing.

____

____

4 Write about yourself.

Now write sentences about the things you like doing and the things you don't like doing. Show your sentences to a friend.



Put your sentences in your portfolio.



1 Read and think.

Present simple questions

LANGUAGE

We use the present simple to talk about daily activities and things that are true.

Read this true information.

Paula works in a gym.
They like maths.

Paula doesn't work in an office.
They don't like sport.

Does Paula work in a gym?
Yes, she does.

Do they like sport?
No, they don't.

Read the information again and then complete the rules.

We use ____________ and ____________ to make questions in the present simple.

We use ____________ and ____________ to make the negative in the present simple.

2 Read, write and think.

When we want to ask questions about daily activities and things that are true, we use the auxiliary verb do and does to help the main verb.

Do you like working with numbers?
Yes, I do.
No, I don't.
I don't mind.

Look at page 46 of your Classbook and page 55 of your Skills Book. Find one question beginning with Do and one question beginning with Does. Write the questions and answers here.

1 ____

____

2 ____

____

Read the questions and answers again and then complete the rule.

You can answer Do/Does questions with ____________, ____________ or a short answer.

3 Read and write.

Some question words begin with the letters 'Wh–'.
These are called 'Wh' questions.

What ... ?   Where ... ?   What time ... ?

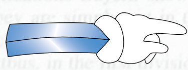
Look through Unit 5 of your Classbook and Skills Book. Find an example of a 'What ...' question, a 'Where ...' question and a 'What time ...' question. Write them here.

1

2

3

Find the answers to the questions and write them under the questions.

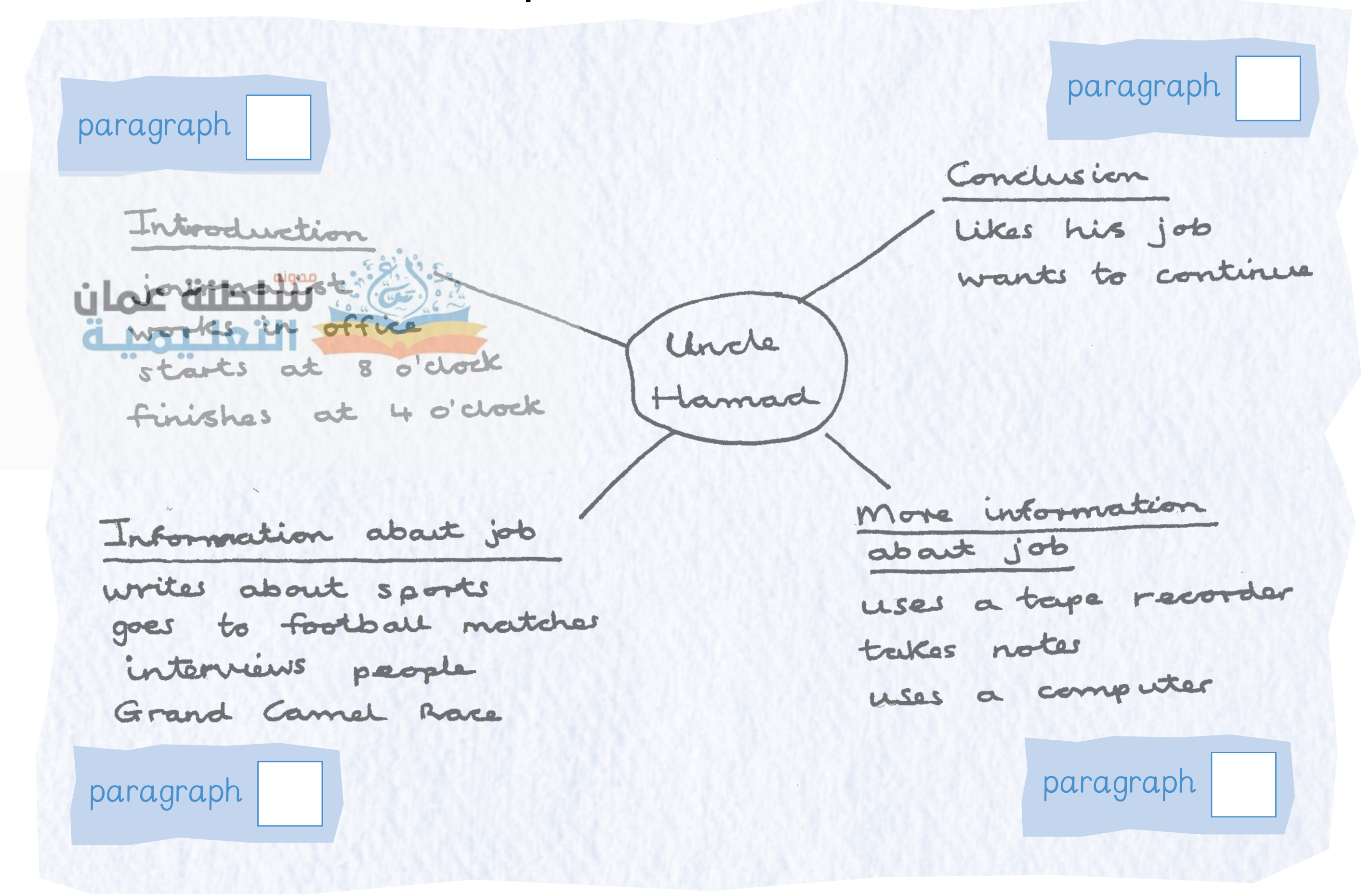


We cannot answer __________ questions with Yes or No, we must give more information.

Planning your writing

1 Read, think and label.

It is important before you start writing to organise your ideas.
Look at Maha's mind map below.



There needs to be a clear order for writing your ideas. Look at Maha's mind map again. Now look at her writing on page 50 of the Classbook.

Write the number of each paragraph on Maha's mind map.

2 Read and think.

When we write about factual information we often organise our writing in the same way Maha has.

We start with a general introduction.

Then, we write more detailed information.

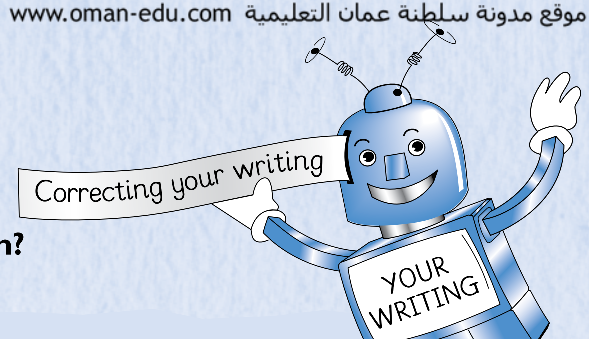
Finally, we write a conclusion.

Look at cut-out page 73 at the back of your Skills Book.
Use this mind map to help you plan and draft your writing.

3 Think and write.

When we write about facts or true information and daily routines we use **the present simple**. Look at Maha's writing on page 50 of your Classbook and underline all the verbs in the present simple.

Use all the information on this page to help you write your report.



1 Read and find.

Look at Ben's first draft of his project about his brother's job. There are 6 mistakes in his draft. Can you help Ben find and correct them?

What's his job.

My brother tom is an animal docter. He in a big animal hospital works. He works from 9 o'clock to 6 o'clock every day.

Tom takes care of animals when they are ill. He sees lots of dogs, cats, rabbits and birds every day. Sometimes Tom has to go out to farms to visit ill animals. He looks after farm animals like cows, horses and sheep.

Tom liking his job. He's vet.

Underline the mistakes and write the corrections here.

What's his job?

______

______

______

______

______

2 Read and match.

Look at these different kinds of mistakes. Write the number of each kind of mistake next to the mistakes Ben made in his writing.

1. Capital letters
✓ Correct: Hamad
✗ Incorrect: hamad

4. Word order
✓ Correct: I like playing football.
✗ Incorrect: I like football playing.

2. Punctuation
✓ Correct: What do you do?
✗ Incorrect: What do you do.

5. Missing words
✓ Correct: What do you do?
✗ Incorrect: What you do?

3. Spelling
✓ Correct: teacher
✗ Incorrect: teachor

6. Grammar
✓ Correct: He works in an office.
✗ Incorrect: He work in an office.

3 Think and check.

Do you have problems with these types of mistakes when you write in English?

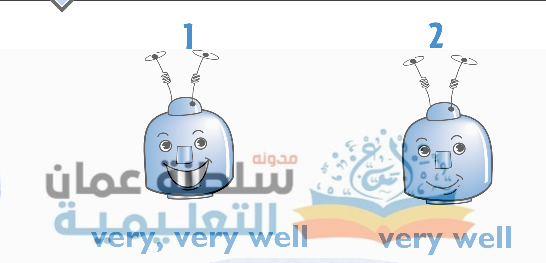
Remember to check for these different kinds of mistakes when you correct your own or your friends' writing.

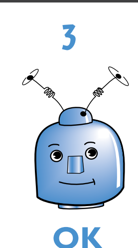
My learning record

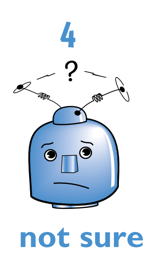
Today is:

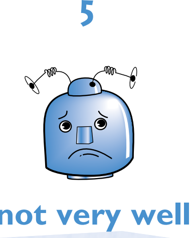
______ ______ ______ ______

1 How well can you do these things?









- understand and talk about jobs and their activities ◇
- read and understand factual information about different jobs ◇
- ask and answer questions in the present tense ◇
- understand and talk about time ◇
- ask and answer questions about activities you and your friends like doing ◇
- write a short report about someone's job ◇

2 What new words can you spell?

______ ______ ______
______ ______ ______
______ ______ ______
______ ______ ______
______ ______ ______
______ ______ ______

3 What did you learn in this unit?

These are some things I've learned about this topic:

These are some things I would like to learn about this topic:



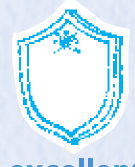
4 What activities did you like in this unit?

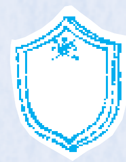
I liked:

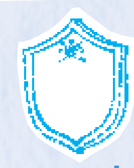
I didn't like:

5 How well did you work with others?

My work with my friends was:


excellent


very good


good


OK

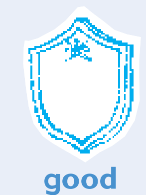

not very good

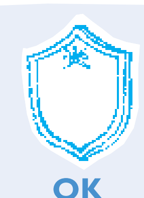
6 How well did you work?

My work in this unit was:


excellent


very good


good

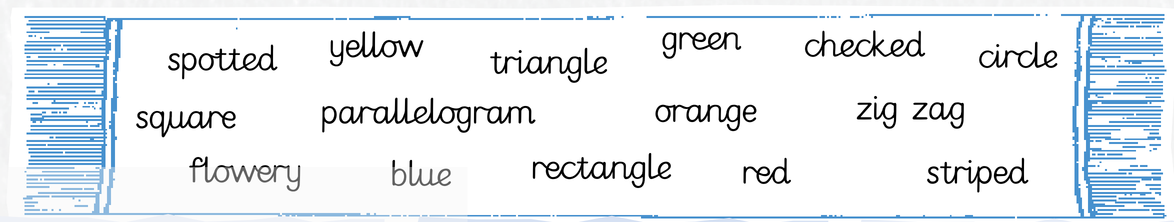

OK


not very good

Word play

1 Look and sort.

Look at these words. Sort them into colours, patterns, and shapes.



Colours	Patterns	Shapes

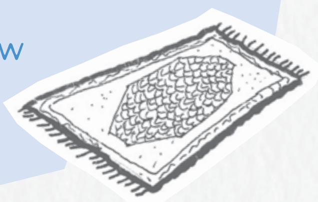


2 Circle the odd one out.



1. cut draw stick rug fold
2. paper scissors pink pencil necklace
3. striped put big seven blue
4. doll colour unfold cut draw
5. paper frog rug bracelet checked





3 Read and correct.

Look at the questions and answers below. They have lost their punctuation. Write the questions and answers again and add the missing punctuation.

1 
what is it
its a palestinian bowl

2 
where are they from
theyre from russia

3 whats in mahas school bag
a pencil a ruler a book a rubber and a pen





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4 Look, write and match.

Look at these words. The letters have got mixed up. Write the words and match them to the correct picture.



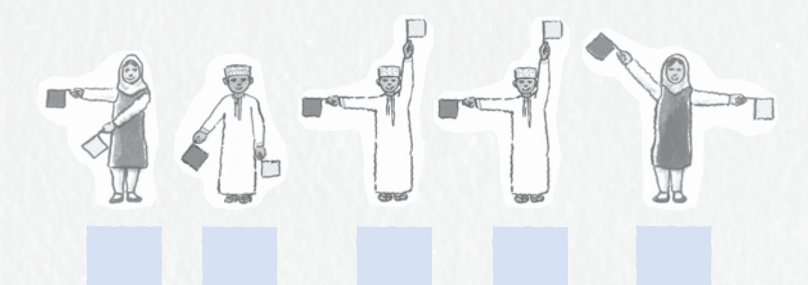

garyn
drite
texidce
phapy
ads
ebodr
drasec





5 Look and write.

Look at this message in semaphore. What does it say? Look at pages 10 and 11 of your Classbook or cut-out page E from the back of the Classbook to help you read the message. Write the message under the flags.



6 Read and answer.

Read this question in Morse code and write it underneath. Then answer the question in Morse code. Look at page 20 of your Skills Book to help you.

•— — •••• •— —   •• •••   •• —



7 Circle and write the body words.

zapemkhandtyxoinstomachlkethumboorlegaghytoemklawaistpfqtfootrzcmelbowypukneebodjgkjjarmchkdjgio

hand



8 Write instructions.

Put the words in the correct order and write the instructions. Don't forget to add capital letters and full stops.



1. side to bend the

   Bend to the side.

2. forwards don't bend

3. your arm right raise



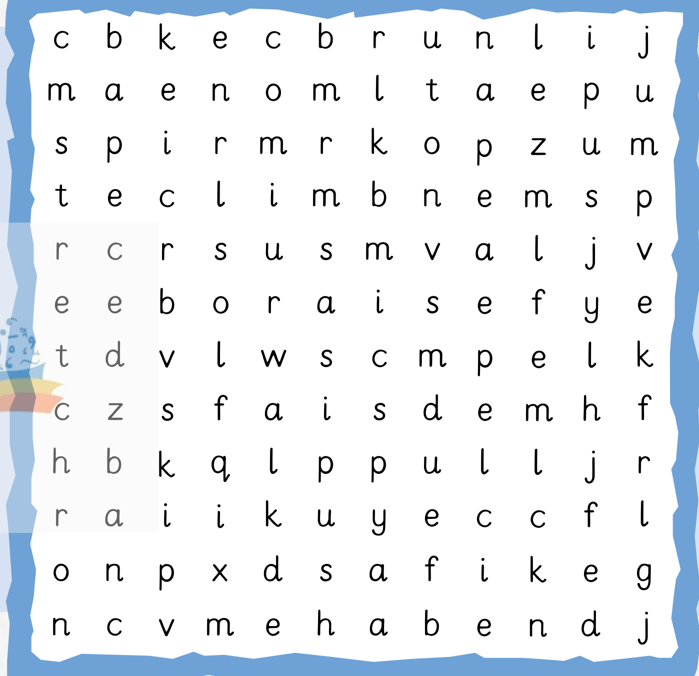
4. knees bend don't your

5. with feet stand together your

6. apart stand your don't with feet

9 Look and find.

Find 10 verbs of movement in the word square.



10 Read and answer.

Look at Ali's diary for last weekend. Write Ali's answers in the conversation using the information from his diary.

Thursday

9.00 play football

12.00 eat at Pizza Palace

2.00 meet Rashid and Hamad in the park

6.00 go to the cinema

Friday

10.00 go to Grandad's house

Did you have a good weekend, Ali?

Yes, I did.

Did you go shopping this weekend?

1

And did you play football?

2

Did you go the park with your friends?

3

Um ... did you go to the funfair?

4

Did you eat at Burger Bomb this weekend?

5

Oh, did you eat at Pizza Palace this weekend?

6

And did you go to your uncle's house?

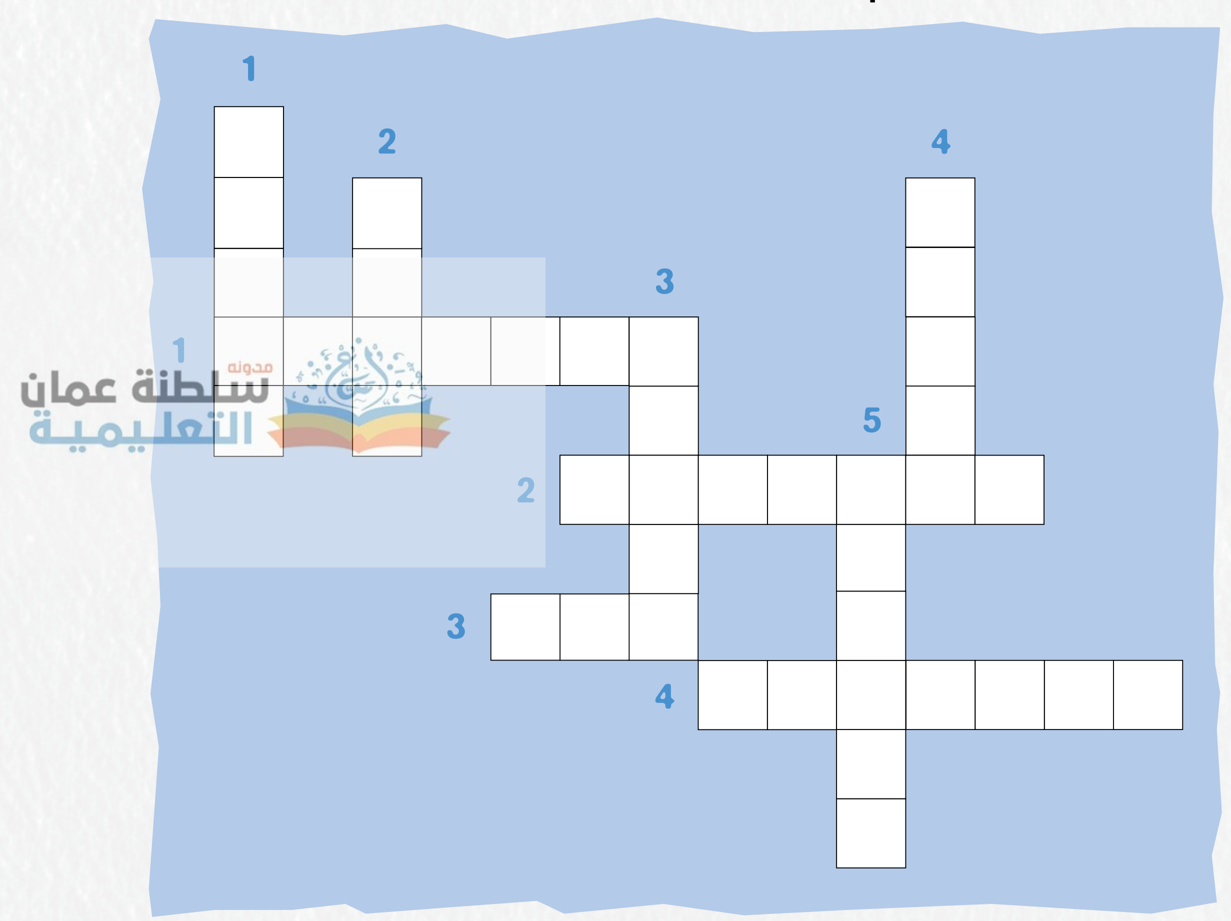
7

Did you visit your Grandad this weekend?

8

11 Do a survival crossword.

Write the answers to the clues in the numbered spaces.



Across



1. sticks of wax which give light when they burn



2. thin sticks of wood which burn



3. a tool used for cutting wood



4. an instrument for showing direction

Down



1. a small light



2. a shelter made of cloth



3. a tool used for digging



4. a tool used for cutting



5. a tool used for hitting nails into wood

12 Complete the adverbs.

Complete these words using a, e, i, o or u.



sl__wly

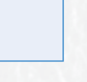
s__dd__nly

q__ __ckly

c__r__f__lly

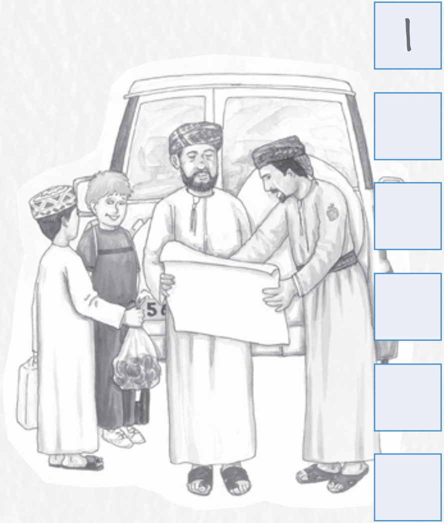
q__ __ __tly

__xc__t__dly



13 Read and order.

Read Ahmed and David's Amazing Adventure on pages 33–35 of your Classbook again. Write the order in which these things happened in the story.



[ ] **a** They saw an oryx.
[1] **b** Ali gave his dad a map.
[ ] **c** A helicopter flew over the desert.
[ ] **d** They had an accident.
[ ] **e** An aeroplane flew over the desert.
[ ] **f** Ahmed and David looked for the food.
[ ] **g** Ali put some plants in plastic bags.

14 Read and match.

Match the questions and answers about people's work.

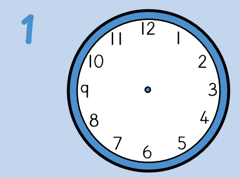
What's his job?	She works in an office.
Where does she work?	Yes, I do.
What time do you start work?	I look after sick animals.
What do you do in your job?	I start work at 8 o'clock.
Do you like your job?	He's a doctor.

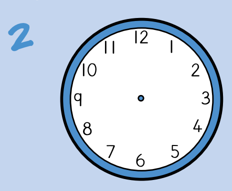


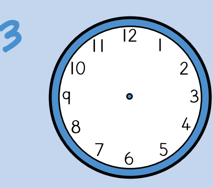


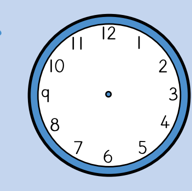
15 Read and draw.

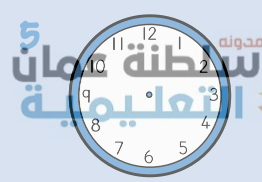
Read these clock times. Draw the hands to show the time on the clocks.

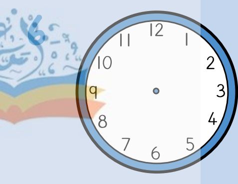
1  ten past 11

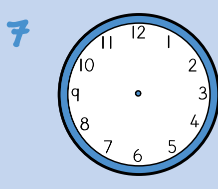
2  a quarter to 4

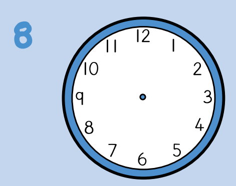
3  five to 12

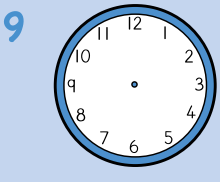
4  twenty five past 8

5  3 o'clock

6  five past 6

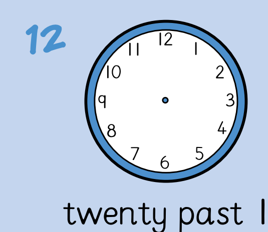
7  twenty five to 10

8  a quarter past 7

9  ten to 2

10  half past 9

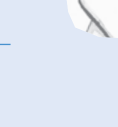
11 twenty to 5

12  twenty past 1

16 Find the job words.




1. carehet ___teacher___
2. negeirne ______
3. limacopen ______
4. sneur ______
5. tidesnt ______
6. urtanotsa ______
7. lotip ______
8. tatris ______
9. erseycatr ______
10. orjalitnus ______







17 Read and correct.

Look at this description of a job. There are 6 mistakes. Underline the mistakes and write the corrections.

My sister

My sister Muna a secretary is.
She working in an office. She
works from 7 o'clock to 4 o'clock
from Saturday to Wensday.

Muna types letters and answers
telephone. she works with lots of
other secretaries.

Muna likes her job

18 Circle the odd one out.

1. earring bracelet ring architect necklace



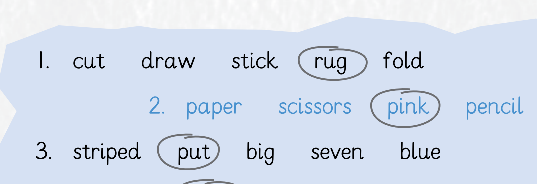
2. semaphore tent sign language Braille Morse code
3. origami raise stretch bend jump
4. water container compass mirror rope zig zag
5. doctor baker toe fisherman vet

Answer key

1 Look and sort.

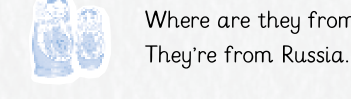
Colours	Patterns	Shapes
yellow	spotted	square
blue	flowery	parallelogram
red	checked	triangle
green	zig zag	rectangle
orange	striped	circle

2 Circle the odd one out.

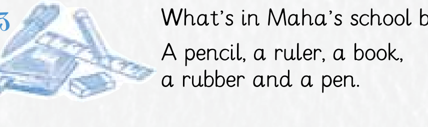


1. cut draw stick (rug) fold
2. paper scissors (pink) pencil necklace
3. striped (put) big seven blue
4. (doll) colour unfold cut draw
5. paper frog rug bracelet (checked)

3 Read and correct.



1. What is it?
It's a Palestinian bowl.
2. Where are they from?
They're from Russia.



3. What's in Maha's school bag?
A pencil, a ruler, a book, a rubber and a pen.

4 Look, write and match.

1 sad
2 excited
3 tired
4 happy
5 scared
6 angry
7 bored

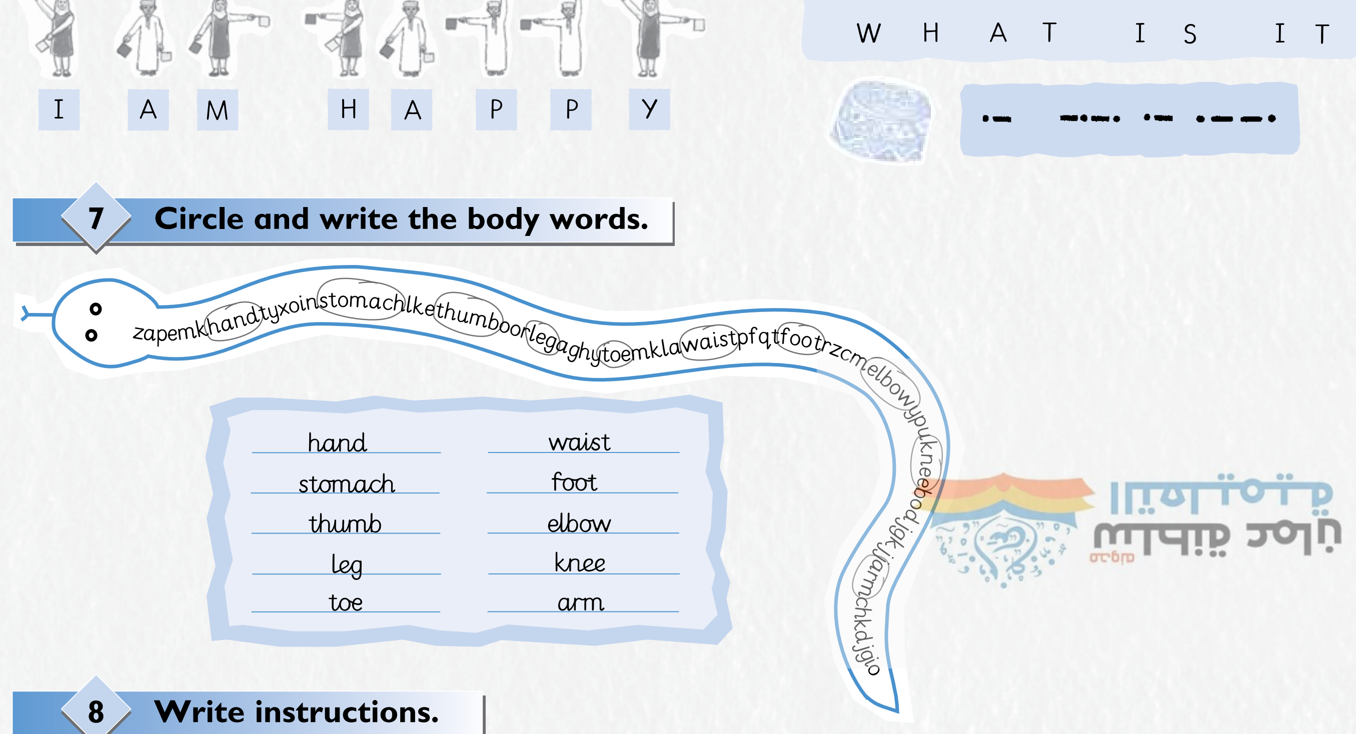
5 Look and write.

I A M H A P P Y

6 Read and answer.

W H A T I S I T

7 Circle and write the body words.



hand	waist
stomach	foot
thumb	elbow
leg	knee
toe	arm

8 Write instructions.

1. Bend to the side.
2. Don't bend forwards.
3. Raise your right arm.
4. Don't bend your knees.
5. Stand with your feet together.
6. Don't stand with your feet apart.

9 Look and find.

stretch
skip
walk
push
jump

run
climb
raise
pull
bend

c	b	k	e	c	b	r	u	n	l	i	j
m	a	e	n	o	m	l	t	a	e	p	u
s	p	i	r	m	r	k	o	p	z	u	m
t	e	c	l	i	m	b	n	e	m	s	p
r	c	r	s	u	s	m	v	a	l	j	v
e	e	b	o	r	a	i	s	e	f	y	e
t	d	v	l	w	s	c	m	p	e	l	k
c	z	s	f	a	i	s	d	e	m	h	f
h	b	k	q	l	p	p	u	l	l	j	r
r	a	i	i	k	u	y	e	c	c	f	l
o	n	p	x	d	s	a	f	i	k	e	g
n	c	v	m	e	h	a	b	e	n	d	j

10 Read and answer.



11 Do a survival crossword.



12 Complete the adverbs.

slowly
quickly
quietly
suddenly
carefully
excitedly

13 Read and order.

6	a	They saw an oryx.
1	b	Ali gave his dad a map.
7	c	A helicopter flew over the desert.
2	d	They had an accident.
5	e	An aeroplane flew over the desert.
3	f	Ahmed and David looked for the food.
4	g	Ali put some plants in plastic bags.

14 Read and match.

What's his job?	She works in an office.
Where does she work?	Yes, I do.
What time do you start work?	I look after sick animals.
What do you do in your job?	I start work at 8 o'clock.
Do you like your job?	He's a doctor.

15 Read and draw.





1. ten past 11
2. a quarter to 4
3. five to 12
4. twenty five past 8
5. 3 o'clock
6. five past 6
7. twenty five to 10
8. a quarter past 7
9. ten to 2
10. half past 9
11. twenty to 5
12. twenty past 1

16 Find the job words.

1. teacher
2. engineer
3. policeman
4. nurse
5. dentist
6. astronaut
7. pilot
8. artist
9. secretary
10. journalist

17 Read and correct.

My sister

My sister Muna a secretary is.
She working in an office. She
works from 7 o'clock to 4 o'clock
from Saturday to Wensday.

Muna types letters and answers
telephone. she works with lots of
other secretaries.

Muna likes her job

My sister Muna is a secretary.

She works in an office.

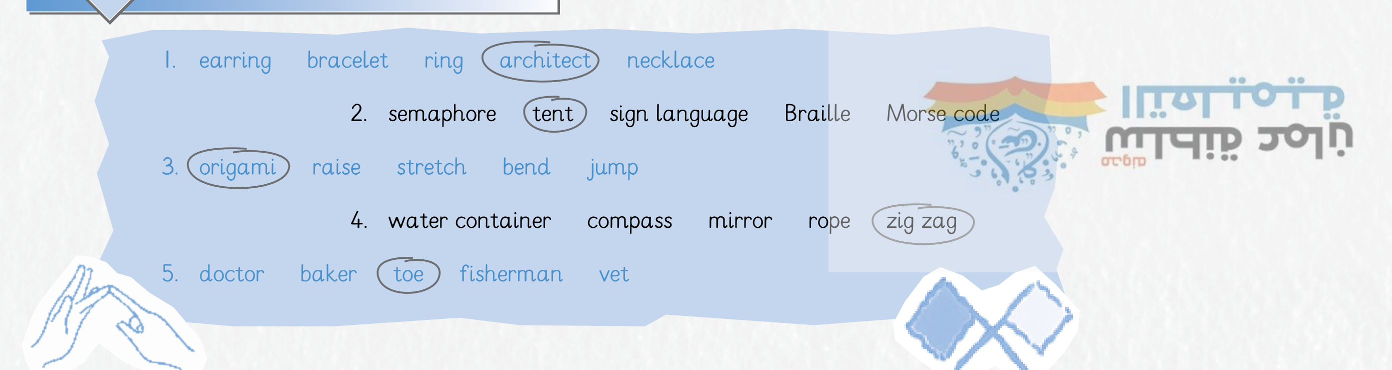
Wednesday

answers the telephone

She

Muna likes her job.

18 Circle the odd one out.

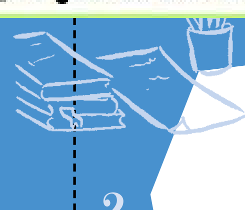


1. earring bracelet ring (architect) necklace
2. semaphore (tent) sign language Braille Morse code
3. (origami) raise stretch bend jump
4. water container compass mirror rope (zig zag)
5. doctor baker (toe) fisherman vet

Planning your writing




مدونه
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Job questionnaire


مدونة
سلطنة عمان
التعليمية

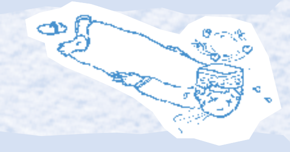
FITNESS RECORD

At the beginning of the unit

1. Stamina

1. Pulse at rest	2. Pulse after 2 minutes' exercise	3. Pulse after 5 minutes' exercise
______	______	______





2. Strength

I can jump ______________________

3. Suppleness

I can touch ______________________

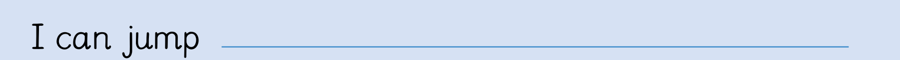
At the end of the unit

1. Stamina

1. Pulse at rest	2. Pulse after 2 minutes' exercise	3. Pulse after 5 minutes' exercise
______	______	______



2. Strength



I can jump ______________________

3. Suppleness

I can touch ______________________


مدونة
سلطنة عمان
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Word stores

1. Alphabetical order

1 ____________________
2 ____________________
3 ____________________
4 ____________________
5 ____________________
6 ____________________
7 ____________________
8 ____________________
9 ____________________
10 ____________________
11 ____________________
12 ____________________

2. Topics

3. Grammar groups

nouns	verbs	adjectives


مدونة
سلطنة عمان
التعليمية

How to make a sand painting

a	Decide what part of your picture you are going to colour first. Put some glue on this part of your picture and then pour some coloured sand onto the glue using a plastic spoon.
b	Draw a simple picture on a piece of paper.
c	When you have finished your picture, you can 'fix' the sand to the picture using hair spray or special artist's fixing spray.
d	Now pour some sand into an empty container. You can make containers of different coloured sand by adding food colouring or different coloured paints.
e	Now choose the next part of the picture that you want to colour with sand.




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Make an origami frog


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Project Record Sheet

Do an interview and write a job report.

Tick each stage of your project as you complete it.

- [ ] 1. Who do you want to interview? Write their name here:

- [ ] 2. Make a questionnaire for your interview.

- [ ] 3. How will you record the information from the interview?
  Will you use a tape recorder or camera?
  Will you write the answers on the questionnaire or in your exercise book?
  Write your ideas here:

- [ ] 4. When and where will you do your interview? Write your ideas here:

- [ ] 5. Plan the information for your job report.
- [ ] 6. Write the first draft of your job report.
- [ ] 7. Ask your friends to check your writing.
- [ ] 8. Make any changes to your writing.
- [ ] 9. Add any pictures to your job report. Display your work.
- [ ] 10. Finally, store your work in your portfolio.








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Project Record Sheet

Find information and pictures about an Omani Craft.

Tick each stage of your project as you complete it.

☐ 1. Write the name of the Omani craft you have chosen to research here:

☐ 2. Write some ideas about where you will find information and pictures for your project here:

☐ 3. Decide how you will present your information.

☐ 4. Write where you will keep the information and how you will check on your progress here:

☐ 5. Organise the information and pictures about the Omani craft you have chosen to research. Draw any extra pictures you may need.

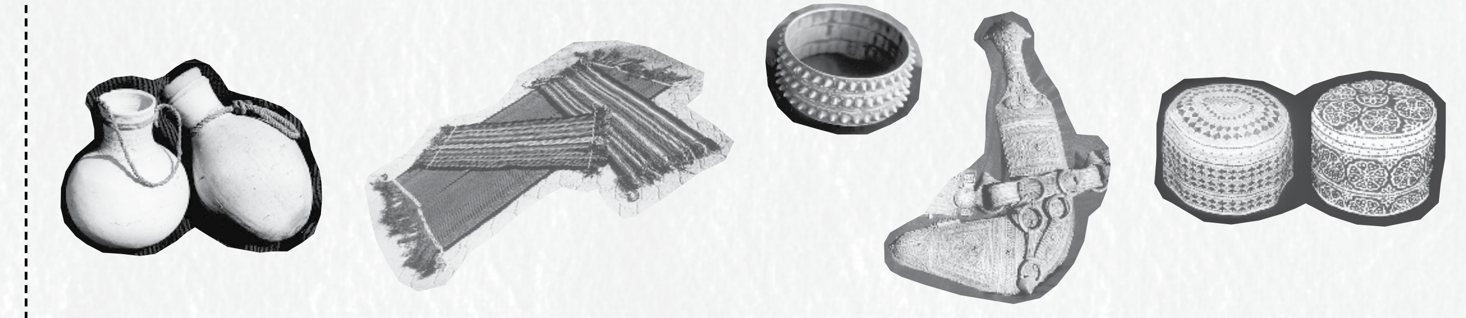
☐ 6. Follow the writing route to write your e-mail and information text.

☐ 7. Ask your friends to check your writing.

☐ 8. Make any changes to your writing.

☐ 9. Add your pictures to your information text and e-mail. Display your work.

☐ 10. Finally, store your work in your portfolio.




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My English Portfolio

Name .... Date ....





Contents



















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مدونة
سلطنة عمان
التعليمية



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